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“You are a fine sailor to go to the east by sailing west!”



ED. SCHOOLS  
LITTLE AMERICAN HISTORY PLAYS  
FOR LITTLE AMERICANS

*A DRAMATIC READER*

3-5

5793

BY

ELEANORE HUBBARD

BENJ. H. SANBORN & CO.

CHICAGO

NEW YORK

BOSTON

1923

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## TO THE BOYS AND GIRLS

DID you ever act? Of course you did. Haven't all you girls played house or school, and all you boys played Indian or soldier? You were not really mothers or teachers, Indians or soldiers, so you were acting, weren't you?

You did not need to have a real house or real dishes when you were playing house. Pieces of broken china, shells, or leaves were more fun than real dishes; and your house was on the doorstep, in the corner of the yard, or on a bench in the park. The Indian rode horseback on a broomstick, or the soldier carried the broomstick for a gun. Yet even the people who were going past on the street could tell in an instant what you were pretending to be. That was because you were acting so well. It was the way you rocked your baby that showed you were a mother, or the way you poured the make-believe tea that showed you were a lady. Every one knew that the boy who stood so straight with his arms folded was an Indian, and that the boy marching ahead of the column of boys was a captain with his soldiers.



So acting is the *way* you do things—the *way* you stand, or talk, or walk, or move your arms and head. It is not what you wear or what you use in your hands.

The plays in this book are to be acted in the school-room. What a fine stage the schoolroom is! The desks are rows of houses on streets, or they are seats for a Town Meeting, or the trees of a forest. The drawers in the bookcase are fine steps to climb to a tower or an attic; the teacher's desk makes a breastwork or a blockhouse.

Each class must use its own room and the things in it in its own way. Then the plays will be its own.

The best part about the plays in this book is that they are true. They are about real people—men, women, and children who have done things which have helped to make our country the great fine country it is. If you will pretend to be these people and to do the things they did, you will know and love our great United States as you never did before.

Won't you try acting them?

E. H.

BROOKLINE, MASSACHUSETTS  
February, 1919

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## PART I

### HOW OUR COUNTRY BEGAN





# THE DISCOVERY OF AMERICA

## A PLAY IN 3 ACTS

Hundreds of years ago there were no white people living in our land. The people who lived here were the Redmen or — as we call them — the Indians. The people in Europe did not even know that there was this great continent of America here. Let us see who discovered it, how it was discovered, and why the Redmen were called Indians.

### ACT I

#### CHRISTOPHER COLUMBUS BEFORE FERDINAND AND ISABELLA

Time: April, 1492.

Scene: Court of Spain.

CHRISTOPHER COLUMBUS

FERDINAND

ISABELLA

COURTIERS

HERALD

*(King and Queen on throne; Courtiers standing around.)*

HERALD. Your Majesties, Christopher Columbus!

ISABELLA. Are you the Italian sailor that they say is crazy?

FERDINAND. What do you want?

COLUMBUS. A great favor, your Majesty. I am going to ask you to lend me three ships and the sailors to make a journey.

(*Courtiers look surprised, whisper* "Three ships! Three ships!")

ISA. What do you want three ships for?

COL. I want to try to go to East India by sailing west.

ISA. Reach the east by sailing west!

COURTIERS (*tap foreheads*). Ha, ha, ha!

FERD. You are a fine sailor to go to the east by sailing west!

COL. If the earth is flat, of course I can't get to the east by sailing west, but I say the earth is not flat—it is *round*!

COURTIERS. Round! The earth round! Ha, ha, ha! He certainly is crazy!

FERD. (*to Herald*). It is all nonsense. Take him away!

ISA. (*to Ferd.*). Just a minute. Perhaps he is right. Perhaps the earth is round. (*To Col.*)





*"I say the earth is not flat—it is round!"*

I am going to give you the ships and men. And to the man who first sees land I will give a great sum of money.

COL. Oh, your Majesty, how can I thank you! I am sure that I shall find something, and if I do, the name of Queen Isabella of Spain will always be remembered as the one who helped me to do it.

*(Isabella and Ferdinand go out. Herald goes backwards before them. Courtiers next, pointing at Columbus, who comes last, arms folded, eyes on ground.)*

## ACT II

### THE DISCOVERY OF AMERICA

Time: October, 1492.

Scene: On board the *Santa Maria*.

COLUMBUS

SANCHEZ

PEDRO GUTIERREZ

RODRIGO DE TRIANA

OTHER SAILORS

PEDRO GUTIERREZ. How silly we were to come on this dreadful journey with Columbus!

SANCHEZ. Our friends told us not to come. They said there were dreadful monsters in this western ocean which would kill us.

RODRIGO. And a huge bird which would carry us off, ship and all!

*(All draw back frightened.)*

SAN. For more than two months we have been going away from our home, and when we beg Columbus to turn back, he only says "Sail on! Sail on!"

PED. Why should we do what he tells us to do? Let us throw him overboard and say that he fell while he was looking at the stars.

SAILORS. Yes! Yes!

*(Columbus appears. All draw back in fear.)*

COL. How now, Pedro Gutierrez! Are you trying to make trouble among my men? If you say another word I will throw you in chains! *(Turns to sailors.)* And you! What more do you want? Have you been in danger? Have you seen any of those monsters or that huge bird they tried to scare you with in Spain?

ALL. We want to go home!

COL. Oh no, no, my men! We must be near land. Yesterday we saw a crab, and this morning Sanchez found a stick carved by the hand of man. So I ask you to watch well to-night. You

remember that her Majesty Queen Isabella promised a great sum of money to the one who first sees land. So you sleep, my men, while I will take the first watch.

*(All go out. Columbus walks back and forth thinking, stopping every now and then to look out. — Suddenly he sees something, looks again, can't believe his eyes, shades them and looks again and again. Calls —)*

COL. Pedro! Sanchez! Rodrigo!

*(They come running.)*

COL. Look! Look! A light! A light! Over there! See?

PED. A light? Yes, yes! I see it! I see it!

SAN. Where? Where? I can't see it! No — no!

PED. Why, there! There!

COL. It looks like a candle that is being raised and lowered.

SAN. Oh yes! Yes! I see it.

*(All the sailors crowd on deck.)*

ALL. What is it? What is it?

COL. A light!



ALL. A light! A light!

ROD. And see, see! Where the sky is lighter  
—a dark mass like a cloud! But it is not a  
cloud! It is a mountain! It is land!

ALL (*raising arms to Heaven*). Land! Land!!  
Land!!!

### ACT III

#### THE LANDING OF COLUMBUS

Time: Next day.

Scene: The shore of the New Land.

COLUMBUS  
RODRIGO

CAPTAINS  
SAILORS

INDIANS

(*Stately procession. Columbus with Spanish flag. Captains with banners of Ferdinand and Isabella.*)

COL. My men, we have had a long, dangerous journey over a new sea, but God has helped us and we have reached land safely. So with this Spanish flag in my hand, I say that this land now belongs to Ferdinand and Isabella of Spain. Long may they reign!

ALL. Long may they reign!



"We have reached land."

ROD. Captain, there are some strange men hiding behind those trees.

COL. Beckon them to come out.

*(Redskins come a little way but run back.)*

ROD. They are afraid.

COL. Show them the strings of beads and give them some.

*(Redskins come out timidly and take the beads, then run back delighted.)*

COL. Ah, now I am sure we have reached India. These must be the Indians because their skin is so dark. Now indeed we can thank God. He has saved us from all danger and brought us safe at last.

*(All kneel and sing a hymn of praise.)*

#### STAGING

Deck of the *Santa Maria*. Have you a schoolroom platform? Or a nice open space in the room?

The landing. What would you use for banners and flag? Will board-rulers or pointers suggest them?

The hard part of this play is to make people believe that you really see land far away. How would you do it? Is it a help to keep looking at one spot across the room or out an opposite window or door? What kind of voice would you use if you were seeing land for the first time in months? Calm and quiet, or loud and excited? What kind of gestures?

When Columbus started was he trying to find a *new* land? Where was he trying to go? Why then did he call the Redmen "Indians"?

Where was Columbus born? To what country did he give the new land? Why did he not give it to Italy?

How did Columbus know they must be near land when they saw a crab and a carved stick?

# FLORIDA, "THE FLOWERY LAND"

## A PLAY IN 1 ACT

The Spaniards were much excited about the new land which Columbus had discovered. Everybody told wonderful tales about it. Some of them were like fairy tales. Many people set out to explore it. Let us see what most of them came to find.

Time: 1512.

Scene: On board a ship off the coast of Florida.

PONCE DE LEON, Spanish Explorer      SPANISH SAILORS

1ST SAILOR. I am tired of sailing over these strange waters.

2ND SAIL. Ah, but think what a fortune we will have! We will go home laden with gold!

3RD SAIL. All our friends will envy us.

4TH SAIL. How they will wish they had come with us!

1ST SAIL. Perhaps we won't find any gold.

OTHER SAILORS. Not find gold! Of course we'll find gold.



2ND SAIL. Didn't the Indians tell Columbus's sailors about the cities filled with great treasure?

3RD SAIL. Gold, silver, and precious stones!

4TH SAIL. All we will have to do is to put it on the ship and sail away with it. We will be rich!

1ST SAIL. Well, I only hope we *will* find it.

2ND SAIL. Let me tell you, I wouldn't have come if I didn't think we would.

OTHERS. Nor I!

PONCE DE LEON. I am looking for something better than gold.

OTHERS. Better than gold!

2ND SAIL. What is better than gold?

PON. Youth, my friends, youth and health.

OTHERS. Huh! Puh!

3RD SAIL. And are you going to look for youth in this new America?

PON. That is what I have come to look for. The Indians that told Columbus's sailors about the golden treasure also told them about a wonderful fountain, the Fountain of Youth!

ALL. A fountain of Youth! That is a strange fountain!

PON. It is indeed a strange fountain; for whoever drinks of its water will always be young. He will never grow old or sick. I *must* find it. I must find it.

(*He walks to the side of the boat and looks over the water.*)

2ND SAIL. It is only because he is old that he talks like that. If he were young like us, he would rather have the rich gold.

1ST SAIL. Huh! He's more likely to find death than youth in this strange wild land.

PON. (*calling*). Come, men, see how close we are to the shore.

2ND SAIL. Why, what a beautiful land!

3RD SAIL. How bright the flowers are!

4TH SAIL. They are everywhere. They grow even on the trees and down into the water.

1ST SAIL. They are of every color!

PON. They make me think of Spain, of our dear home. Today all our churches are filled with gay flowers like these. For to-day is Easter! Flowery Easter!

ALL. Pascua Florida! Pascua Florida!<sup>1</sup>

<sup>1</sup> This is Spanish for "Flowery Easter."

PON. Yes. This is indeed a land of flowers.  
(*He holds his hand out toward the land.*) Men, I  
here claim all this land for his Majesty, the King  
of Spain, and I name it — Florida!

ALL. Yes, Florida! We will call it Florida!  
The Flowery Land!

STAGING

How would you make the flowery shores seem real?  
Would you point at the flowers and trees?  
Would you talk loud and fast?

In what year did Columbus discover America? How long after-  
wards did Ponce de Leon come?

What did Columbus come to find? What did these Spanish  
sailors come to find? Did they find it? What did Ponce de Leon  
come for? Did he find it? Has it ever been found?



"Florida! The Flowery Land!"

# BALBOA DISCOVERS THE PACIFIC OCEAN

## A PLAY IN 2 ACTS

The year after Ponce de Leon landed at Florida, another party of Spaniards landed in Central America near where the Panama Canal now is. Can you find it on the map? It is the narrowest part of our continent. They went across this narrow place. They too were looking for gold. Did they find it?

Let us see what they did find. See whether you think it was better than gold.

## ACT I

Time: 1513.

Scene: At the foot of a hill in Central America.

### SPANISH SAILORS

1ST SAILOR. Do you suppose it is true, as the Indian Chief's son told us, that there really is another great ocean not far away?

2ND SAIL. And that near this ocean there is a country so rich that the people eat and drink out of gold and silver dishes?



3RD SAIL. It must be Eldorado, the land of gold! If we could only find it!

4TH SAIL. Balboa is sure he is going to find the ocean.

5TH SAIL. He wants to be the first Spaniard to see it. That is why he has gone to that hill over there alone.

1ST SAIL. It would be a great thing for him to discover a new ocean!

2ND SAIL. Many men have tried to find it, but they have failed.

3RD SAIL. (*shading his eyes*). Balboa has nearly reached the top of the hill. What will he see from it?

ALL (*crowding together to watch him*). What will he see? Ah!

4TH SAIL. He stands on the top!

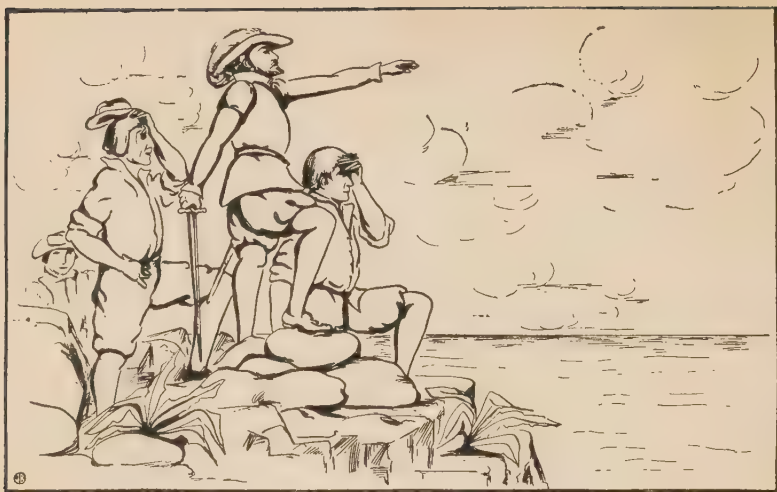
5TH SAIL. He looks from side to side!

1ST SAIL. He stretches his arms out wide!

2ND SAIL. He lifts them to Heaven!

3RD SAIL. He falls upon his knees!

ALL. He has seen it! He has seen the ocean! Come! We too must see it. Come!  
(*They rush off.*)



"A wide and wonderful ocean!"

## ACT II

Time: Same as Act I.

Scene: The hill top.

BALBOA

SPANISH SAILORS

*(As the men come near, Balboa beckons them.)*

BALBOA *(pointing)*. Look! *(The men stand amazed.)*

ALL *(looking at each other)*. It—is—the—ocean!

BAL. A wide and wonderful ocean!

1ST SAIL. How quiet it is!

2ND SAIL. How blue!

3RD SAIL. So calm!

BAL. So peaceful!

ALL. And we have discovered it!

BAL. We have found it for Spain! This great ocean, the islands that are in it, and the land along its shores —

ALL. All belong to Spain!

BAL. A monument, men! Gather stones and build a monument! And on the trees I will carve the name of Ferdinand, King of Spain!  
*(He prints the name.)*

ALL. Hurrah!

BAL. To-morrow we will find canoes and sail out onto the water.

ALL. The first white men to sail upon this grand new ocean.

#### STAGING

What would you use for stones? Could you take books or black-board erasers?

How would you carve the name of the king?

How would you make us see the big peaceful ocean? Would you use the same kind of voice when you were excited watching Balboa as when you were looking at the calm ocean?

What is the name of the ocean which Balboa discovered? What does Pacific mean?

Many other Spaniards came to America. Can you read about some of them in the big histories? Would you like to read about De Soto finding the Mississippi?

Look on the map and see what a lot of land Spain owned in America. On what two oceans was her land? Why?

# THE FIRST THANKSGIVING DAY

## A PLAY IN 2 ACTS

Do you suppose the other countries in Europe wanted Spain to get all of the new land? No, of course not. Can you name some of the European countries that would want some of it?

England sent out ships and men to get some of the land for her. Would you like to read about Sir Walter Raleigh, Captain John Smith, and the Cabots in the big histories? They landed on the Atlantic coast farther north than the Spaniards. What country did this northern part of America belong to then? Can you find this English part on the map?

A few years later some English people came over to live in the new land. Let us find out why they came and where they made their home.

### ACT I

#### THE LANDING OF THE PILGRIMS

Time: 1620.

Scene: Plymouth.

MASSASOIT	GOV. BRADFORD	PRISCILLA MULLINS
SQUANTO	CAPT. MILES STANDISH	MRS. WHITE
SAMOSET	JOHN ALDEN	BABY PEREGRINE WHITE
INDIAN BRAVES	OTHER PILGRIMS	

SQUANTO (*sees something among the trees, beckons, calls*). Ugh, ugh!



MASSASOIT. White men?

SQUANTO. Ugh, ugh.

MASSAS. Sh! (*They hide.*)

(*Pilgrims walk in slowly, the men with guns and looking cautiously about. They halt.*)

GOV. BRADFORD. My friends, after three months of sailing on our good ship *Mayflower*, we have at last reached this new land of America. Here we can worship God in our own way, with no king to say how we shall do it. But we must have a name for this place. What shall we call it?

JOHN ALDEN. Governor Bradford, this must be the place that Captain John Smith told us he had named Plymouth after the old Plymouth in England

GOV. BRAD. John Alden says this place is Plymouth.

ALL. Yes, yes, it must be Plymouth!

GOV. BRAD. Then Plymouth it shall be. But we can't stand here talking. We have work to do. First we must build two log cabins, one for the men and one for the women, Priscilla here, and baby Peregrine, who was born on the stormy sea. To work, men.

(*The Indians come out from the trees.*) Who are these?

ALL. Indians!

(*Capt. Miles Standish steps in front with gun pointing. The other men make circle with women in the middle.*)

CAPT. STANDISH. What do you want?

MASSAS. Me welcome you, strangers!

CAPT. STAND. (*dropping gun to side*). Ah, they are friends! (*Goes to meet them.*) Welcome, Redmen. We are Pilgrims come to live in your land, away from a cruel king. This is our Governor Bradford. I am Captain Miles Standish.

MASSAS. Me Massasoit, Indian Chief. (*Points.*) Him Squanto. Him Samoset. Indian Braves.

BRAVES. Ugh! Ugh!

MASSAS. You plant corn? Me show how. (*Swings arm as in sowing grain.*) Corn big (*raises hand to level of growth*) eat.

CAPT. STAND. He says he will show us how to plant corn to eat.

PILGRIMS. Hurrah! Hurrah!

MASSAS. (*walks over to baby Peregrine White,*

*the women fall back afraid. Massasoit pats baby's head.)* White papoose! Me no kill!

PILGRIMS. Good Massasoit! Good Massasoit!

## ACT II

### THE FIRST THANKSGIVING DAY

Time: A year later.

Scene: Same as Act I.

GOV. BRADFORD

MASSASOIT

CAPT. MILES STANDISH

SQUANTO

JOHN ALDEN

SAMOSET

PRISCILLA MULLINS

INDIAN BRAVES

PILGRIM MEN AND WOMEN

*(The men are chopping wood. The women are busy setting table and cooking. Capt. Standish comes from the woods with bag and gun over his shoulder.)*

CAPT. STANDISH. Priscilla! Here are the turkeys for dinner. They are the largest I could find in the woods. Cook them well. With pumpkins, cranberries, cornbread, and apples they will make a fine feast. *(Priscilla curtsies and takes the turkeys.)*

*(The Indians come filing in. The Pilgrim men meet them.)*



“ White papoose ! Me no kill ! ”

GOV. BRAD. Welcome, Massasoit ! (*He bows with great ceremony as he welcomes each one.*) Welcome, Squanto ! Welcome, Samoset ! Welcome, Braves ! We have asked you to come to our feast of Thanksgiving today. God has given us fine fields of corn and good fruit. He has kept us safe, and we wish to thank Him for all He has done for us. John Alden, bring the peace-pipe.

(*All sit in circle on the ground and smoke in turn the peace-pipe a few minutes in silence.*)

PRISCILLA (*curtsying*). Governor Bradford, dinner is ready.

GOV. BRAD. Come, Massasoit! Come, Braves!  
Come, all!

*(All gather around table. Raise glasses.)*

ALL. This is our first Thanksgiving Day!

#### STAGING

What would you use for guns? Would you use board-rulers, or pointers? What would be your hatchets? What would you have for a peace-pipe? Would a waste-basket do for a turkey bag? What would you have for baby Peregrine?

How would you show us the difference between white men and Indians? Are Indians light or dark-haired? How do Indians stand? How do they walk, in a group, or single file? Noisily, or silently? How do they talk, with a high voice, or a deep voice, fast or slowly?

About how many years after Columbus discovered America did the Pilgrims settle in Plymouth? Did they come for the same reason as the Spanish? Which reason was better?

What kind of houses did the Pilgrims live in?

Where did they get their food? How did they grind their corn for flour?

How did they dress? Where did they get the cloth? Did you ever see a spinning wheel?

What was a peace-pipe? If an Indian and a white man smoked a peace-pipe what did it mean?



# SOFT-SOAP DAY

HOW THE PILGRIM WOMEN BEAT THE INDIANS

A PLAY IN 1 ACT

Some of the Indians were friendly to the white people, as we have seen, but some of them hated the "palefaces." Then the Pilgrims had a hard time. They had to be on guard against the Indians always. They had to be very quick and clever to get the best of them. Let us see how brave and quick-witted even the women were.

Time: About 1650.

Scene: Pilgrim village on the edge of the forest.

PILGRIM WOMEN  
PILGRIM MEN

PILGRIM BOY  
INDIANS

PILGRIM MAN. Wife, the Indians have all gone away for a council. There are none of them left. It will be a good chance for us men to go hunting. It will be safe for you women to be left alone for a while.

WIFE. That is a good idea. I will get the women together and we will make our soft-soap for the winter.

MAN (*takes gun*). Good-by!

WIFE. Good-by. I hope you will have good luck hunting and will get plenty of meat and furs.

(*He goes away. The other men join him.*)

WIFE (*to little boy*). Makepeace, run around to all the women and tell them to bring their grease so we can make our soft-soap. I will make the fire.

(*She makes fire. Boy goes out. After a while women come in bringing grease.*)

WIFE. Come right in. Everything is ready. Put your grease in the kettle.

2ND WOMAN. I will help you to lift it onto the fire.

3RD WOM. It won't take long to boil.

WIFE. I will stir it, while you put more wood on the fire. Makepeace, you play outdoors, but don't go away from the house!

2ND WOM. The soap is beginning to boil. It is steaming hot.

(*Makepeace comes running in screaming.*)

MAKEPEACE. Mother, mother, the Indians are coming!

ALL. The Indians!

2ND WOM. What shall we do ?

3RD WOM. Our men are away.

4TH WOM. They have taken all the guns.

ALL. What shall we do ? What shall we do ?

WIFE. We must run to the blockhouse. We can shut ourselves in better. Here, help me to carry this kettle of soft-soap. I have a plan.

*(One woman helps her. — Indians come sneaking up through the trees.)*

1ST INDIAN. Ugh, no men !

2ND IND. Only white squaws.

3RD IND. We catch 'em easy.

4TH IND. We carry off.

ALL INDIANS. Ugh ! Ugh ! Ugh !

*(Indians dance war dance in a circle, jumping and brandishing tomahawks — “Ugh ! Ugh ! Ugh !”)*

WIFE *(inside blockhouse)*. When they get very near, open the door wide and throw the boiling soft-soap right into their faces. Sh !

*(Indians creep up. Women suddenly throw the soft-soap into their faces.)*

INDIANS *(jumping with pain)*. Ki-yi-ki-yi !  
Ugh, ugh ! Ki-yi-yi !

1ST IND. New kind hot shot!

ALL INDIANS. Ki-yi! (*They run off.*)



“New kind hot shot!”

(*The men come running from the other direction.*)

1ST PILGRIM. Are you safe? Did the Indians catch any of you?

WIFE. We are all safe. We threw the soft-soap into their faces. It burned them and made them run.

ALL THE MEN. Soft-soap! Made them run! Ha, ha, ha, ha, ha, ha! Well, well! That is a new way to fight the Indians!

## STAGING

Soft-soap kettle. Would it be necessary to have anything in it? Would a chair make a fireplace?

Where would you have your blockhouse? Behind some large piece of furniture, the teacher's desk, a table? Do the rows of desks make a good forest for the Indians to creep through?

How would you make the women really frightened? Would they talk loud and fast? How would you make us believe that the soap is boiling hot when it is thrown at the Indians?

What was a blockhouse? Why did the early settlers have blockhouses? Why did they have small holes in the walls?

What was an Indian council?

# THE SETTLING OF BOSTON

## A PLAY IN 3 ACTS

With the Weymouth Colony north of Plymouth was William Blackstone. He grew tired of Weymouth and went off to live by himself. This is where he went and what he did.

### ACT I

Time: About 1625.

Scene: Side of a hill overlooking a pretty river.

WILLIAM BLACKSTONE

INDIAN

*(Blackstone enters wearily, carrying a bundle and a gun.)*

WM. BLACKSTONE. For more than a week since I left Weymouth I have been walking. I am so tired and thirsty. If I could only find water!—Ah! Here comes an Indian. If he is friendly, I shall ask him whether there is a spring near. *(He looks at his gun to see that it is all right but keeps it at his side.)* Friend!

INDIAN *(stops suddenly)*. Ugh!



BLACKS. Friend, I am thirsty. Is there a spring near, where I can drink?

IND. Ugh! Good water. I show you.

*(Leads him to a spring near by. Blackstone drinks.)*

BLACKS. Ah! That water is good. It is clear and cold. *(Sits down.)* This is a pretty place, my friend, on this hill with the river at the bottom. What is it called?

IND. Him Shawmut.

BLACKS. Shawmut! *(Looks about.)* I like it. It would be a good place for me to live. I could build my hut under that grove of spruce trees. Then there is the river so near. *(To Indian.)* Do you fish in the river?

IND. Ugh! River good for fish. River good for canoe.

BLACKS. That is so. I could have a canoe. It would be handy if the Indians were not friendly. *(To Indian.)* Are your Indians friendly to the white men?

IND. Ugh! Indians friends to white men. You make wigwam here? You come live in Shawmut?



"Him Shawmut."

BLACKS. Yes. I am going to build my hut here and I am going to live in Shawmut.

## ACT II

Time: 1630.

Scene: { William Blackstone's hut at Trimont;  
later, Gov. Winthrop's hut at Charlestown.

WILLIAM BLACKSTONE

GOV. WINTHROP

INDIAN GUIDE

*(Blackstone is chopping wood. Indian guide comes in.)*

IND. In Charlestown, new white Chief, heap white Braves and squaws, white papooses. Come England on boats with wings. You go see?

BLACKS. White men from England in sail-boats! Yes, I will go and see who they are. Will you guide me?

IND. Ugh! *(Stalks ahead. Blackstone picks up his gun and follows.)*

*(Gov. Winthrop comes out of hut as they come near.)*

BLACKS. This Indian told me about a company of white people who were in Charlestown, and I have come to see if you are going to settle here.

GOV. WINTHROP. I am Governor Winthrop. Our friends in Plymouth sent us letters telling about this new country, America. . So we left our homes in a city in England called Boston and sailed until we came here to Charlestown. We are going to make a new settlement like the Plymouth Colony.

BLACKS. I am William Blackstone. I am living not far away at a place which the Indians call Shawmut but which I call Trimont, because of its three mountains or hills. It is a good place,—a spring of clear water, a river, trees, good farm land, and friendly Indians.

GOV. WIN. It sounds a safe and pleasant place to live in.

BLACKS. Won't you and your company come to Trimont to make your new home?

GOV. WIN. I will tell my people about it. They will have to take a vote, but I am sure they will be glad to come.

BLACKS. Good!

GOV. WIN. It is kind of you to ask us and we thank you, William Blackstone.

*(They shake hands.)*

### ACT III

Time : 4 years later.

Scene : Town Meeting in Trimont.

GOV. WINTHROP

CAPTAIN

WILLIAM BLACKSTONE

FARMER

CITIZENS

GOV. WIN. (*strikes desk*). The Town Meeting will now come to order. Has any one any business he would like to have us do ?

1ST CITIZEN (*standing*). Governor Winthrop, as you know, most of us came from a city in England called Boston. We have been talking together and we would like to change the name of this place from Trimont to Boston, like our old home in England.

GOV. WIN. I think that would be a very good idea. How many would like to have our settlement called Boston in memory of the old Boston in England ?

ALL. I—I—I—I!

GOV. WIN. Very well. After this we shall call it Boston. Is there anything else ?

(*Captain stands.*)

GOV. WIN. Well, Captain ?

CAPTAIN. We have been very lucky to have such a fine place to live in as this new Boston. But there is one thing we need badly. We need a training field where our soldiers can drill.

FARMER. And a place where our cattle and chickens and horses can feed.

ALL. Yes. Yes. We need a common land!

GOV. WIN. (*as Blackstone stands*). William Blackstone, do you want to say something?

BLACKS. Governor Winthrop, I have a large field on the side of Beacon Hill. I shall be glad to sell it to the new town of Boston for a training field and feeding land. I will keep the land where my hut stands near the spruce trees, but the rest I will sell for the Common.

CAPT. It would make a splendid training field.

FARM. And a fine feeding land.

GOV. WIN. How much will you sell it for?

BLACKS. Thirty pounds.

GOV. WIN. That is a fair price.

2ND CIT. (*to Gov. Winthrop*). How are you going to get the money to pay for the land?

GOV. WIN. By a tax. Every man will pay a little money until we get the whole. Then the



land will belong to everybody. It will be really and truly a Common. All who want to buy this land from William Blackstone will raise hands.

ALL (*raise hands*). I—I—I!

GOV. WIN. It is a vote. Now, William Blackstone, will you come and sign this paper and I will sign it too, to show that the land now belongs — and always will belong — to the people, and will be known as Boston Common forever.

(*They sign.*)

GOV. WIN. Gentlemen, the Meeting is adjourned.

#### STAGING

The spring. Where will you have it?

The Town Meeting. Where will you hold your Meeting? Where will the townspeople sit? Who will be your townspeople? Can you use your whole class?

How will Blackstone walk after making the journey from Weymouth to Shawmut?

How will you make Blackstone's hut seem a long way through the woods to Winthrop's hut in Charlestown?

An English pound is about five dollars. Since thirty pounds were paid for the Common, how many dollars did it cost?

Did you ever hear of beacon fires? Why did they light those fires? Where did they make them? Why do you suppose they called one of the hills of Trimont *Beacon Hill*? Another of the hills was *Fort Hill*. Why?

# MANHATTAN ISLAND

## A PLAY IN 2 ACTS

We have seen how the Spanish and the English claimed land in America and what reasons their people had for coming to live here.

The *Dutch* also wanted a share of the land. Let us see who discovered some of the land for them, and how they bought more from the Indians. Let us also see how their land changed from a Dutch to an English colony, and how it got the name it now bears.

### ACT I

#### HOW THE DUTCH BOUGHT MANHATTAN ISLAND FROM THE INDIANS

Time: About 1626.

Scene: New Amsterdam, at the mouth of the Hudson River.

JACOB KIP

VAN DYKE

INDIAN CHIEF

VAN RENSSELAER

OTHER DUTCHMEN

INDIAN BRAVES

JACOB KIP. And how is your good housewife, friend Van Rensselaer?

VAN RENSSELAER. She is well, thank you, Jacob Kip, she is very well, my Katrine.

KIP. And your farm? It grows well?

VAN RENSS. Yah! My farm, it grows well. Our ships bring over our Dutch goods. I send back fine furs which I buy from the Indians. It makes good trade.

KIP. Very good trade. It was a good day for Holland when Henry Hudson discovered this river so we can make this New Netherlands in America.

VAN RENSS. Yah! And how is it here in New Amsterdam?

KIP. Trade is good, but we need more land. Our Trading Company is going to ask the Indians to sell us that island there. They have much land. They will sell it cheap.

VAN RENSS. Here come some of your Company now, and some Indians.

VAN DYKE. Jacob Kip, we have brought the Chief to you.

KIP. You are welcome, Chief. You are welcome, Braves. Chief, we are willing to make a trade with you, a good trade. Van Dyke, bring over that box.

*(Van Dyke brings over the box. The Indians crowd about it.)*

KIP. Here are treasures, Chief. Beads, buttons, ribbons, and bright red cloth — yards of bright red cloth! You would like them?

INDIANS. Ugh, ugh, ugh, ugh!

VAN DYKE. You and your Braves would look fine with the red cloth and buttons. The eyes of your squaws would sparkle with joy at the beads and ribbons.

INDIANS. Ugh, ugh, ugh!

KIP. You have much land, Oh, much land?

CHIEF. Ugh!

KIP. You give us some land? We give you this box of treasures?

INDIANS. Ugh, ugh!

KIP. You give us this Manhattan Island?

INDIANS. Ugh, ugh!

CHIEF. It good trade! You take Manhattan, we take cloth and beads! Ugh! (*To Braves, pointing to box.*) Ugh, ugh, ugh, ugh!

(*They pick up box and hurry off. The Dutchmen laugh.*)

VAN DYKE. They are afraid we will be sorry for the trade and will want to give the land back.

VAN RENSS. I don't think you will want

to do that, Jacob Kip, for Manhattan Island ought to be a good trading post.

*(All the Dutchmen smoke their long pipes and nod their heads solemnly.)*

ALL. Yah! Manhattan Island ought to be a good trading post. We shall see.

*(They smoke some time in silence.)*

## ACT II

### HOW NEW AMSTERDAM BECAME NEW YORK

Time: About 40 years later.

Scene: Fort at New Amsterdam.

GOV. PETER STUYVESANT	DUTCH MEN	DUTCH CHILDREN
OLD JACOB KIP	DUTCH WOMEN	DUTCH SOLDIERS
BRITISH ADM. NICOLLS	BRITISH SOLDIERS	

GOV. STUYVESANT *(stumping around on his wooden leg.)* Of course New Amsterdam belongs to the Dutch! Didn't Henry Hudson sail up this river and claim all this land for Holland?

OLD JACOB KIP. Yah! That is true, but the English say that they discovered all this land before Hudson did, and that they are going to have this colony for themselves.

GOV. STUYV. I will not let them have it.

1ST DUTCHMAN (*running in*). Oh, Governor Stuyvesant, there are some British warships in the harbor. They have their guns aimed at this fort.

2ND DUTCHMAN (*running in*). They have many more men than we have. We cannot fight against so many. What shall we do?

GOV. STUYV. (*stumping around*). We will not let them take New Amsterdam.

3RD DUTCHMAN (*running in*). Governor Stuyvesant, the admiral of the British fleet is coming with a flag of truce. He is here.

GOV. STUYV. Show him in.

(*Admiral Nicolls comes in, British soldier carrying white flag of truce.*)

GOV. STUYV. You have your guns pointed at our fort, admiral. You have no right to do that.

ADM. NICOLLS. New Amsterdam belongs to the British, sir. The British discovered all this land. It is ours.

GOV. STUYV. (*pounding table*). We will not let you take New Amsterdam from us.

ADM. NIC. The English king has given New Amsterdam as a present to his brother, the Duke





"We will not give up New Amsterdam."

of York. (*He pounds the table.*) You must pull down the Dutch flag at once. You must give me the keys of the fort, or I will fire!

GOV. STUYV. We will not give up New Amsterdam.

ADM. NIC. Then we will destroy the fort.

(*Women and children come crowding in.*)

1ST WOMAN. Oh, Governor Stuyvesant, do not try to fight.

2ND WOM. They have many more soldiers than we.

3RD WOM. If they fire at the fort they may hit our homes.

4TH WOM. They may kill our children.

ALL WOMEN. Oh, Governor Stuyvesant, think of our homes and our little ones.

(*Gov. Stuyvesant stands thinking, then throws up his hands sadly.*)

GOV. STUYV. My people, I cannot have your little ones harmed. You shall have your way. But I would rather be carried to my grave than give up the fort. Soldiers, attention! Pull down our dear Dutch flag that has waved over New Amsterdam for forty years. (*Soldiers go*

out.) Admiral, here are the keys of the fort. New Amsterdam is no longer a Dutch colony.

ADM. NIC. It is British! It now belongs to the Duke of York, so it will no longer be called New Amsterdam but will be known after this as New York!

*(All go out, Gov. Stuyvesant last and very sad.)*

#### STAGING

Long "Dutchman's pipes"?

Box for beads and cloth?

Flag of truce?

Can you show us how frightened the women were? Can you show us how the governor was not frightened but first angry, then sad?

Did the Dutch settle in America for the same reasons as the Spanish and English? Freedom? Trade? Gold?

What right did the English have to claim New Netherlands?

What does a "Dutchman's pipe" look like?

What is a flag of truce? When is it used?

# “THE FATHER OF THE WATERS”

## HOW THE FRENCH FIRST SAILED DOWN THE MISSISSIPPI

### A PLAY IN 2 ACTS

You may be sure that the *French* also sent out men to America.

The French explorers went even farther north than the English. They landed in what is now Canada, and many French settled there. Many of them were trappers and were very daring men. While they were trapping they explored and claimed much new land for France.

One of these trappers, Joliet, and a French priest, Father Marquette, heard the Indians telling about a strange big river. They set out to find it, sailed down it, and claimed the land on both sides for France. Let us see what river this was, how much land they gave to France, and how the strange Indians treated them.

### ACT I

Time: About 1670.

Scene: Indian village in what is now the state of Wisconsin.

JOLIET, a French Trapper

FR. MARQUETTE, a French Priest

INDIANS

*(All are sitting around under the trees.)*

1ST INDIAN. Oh, Father Marquette, it so great river!

2ND IND. So bi-ig! It like Father of all the Waters, so we call it Mississippi.

3RD IND. It make noise like thunder!

JOLIET. Where is this great Mississippi, this Father of Waters?

2ND IND. Way, way into setting sun!

JOL. There must be fine trapping near it. Father Marquette, we must find this river.

FR. MARQUETTE. Yes, we must sail down it and claim it for France.

ALL INDIANS (*frightened*). No, no! Good Father Marquette, no go, no go! Joliet, no go!

1ST IND. Great waters eat up men! Pull down canoes!

2ND IND. Bad Indians kill our good Father Marquette! No go, no go!

FR. MARQ. They will not harm us. We will show them that the white men are friendly. We will need two canoes.

JOL. And food for many days — cornmeal and smoked meat, if we don't find rabbits or deer to shoot.

FR. MARQ. We must have plenty of hatchets,

beads, and bright bits of cloth to pay to the Indians for what we want.

1ST IND. Father Marquette, you sure go ?

FR. MARQ. Yes, we must teach these Indians about the white man's God.

ALL INDIANS. Then we go too ! We go with our good Father Marquette !

FR. MARQ. Ah, my Indians, you are indeed faithful friends !

JOL. We will be glad to have you, for you can read signs in the forest that the white men cannot read. Your ears are sharp to catch the smallest sound. You creep through the bushes so that even the deer cannot hear you.

1ST IND. Ugh ! We catch you bad Indian. They no catch Father Marquette !

FR. MARQ. We shall be safe with you, my friend. (*He pats the Indian's shoulder as he passes.*) Come, Joliet, let us see about our things. We must make ready for a long, hard journey. (*They go out.*)

1ST IND. (*disgusted*). Go hunt big Mississippi ! White men all crazy !

ALL INDIANS. Ugh !



## ACT II

Time: A month later.

Scene: Indian village on the Mississippi in what is now the state of Iowa.

FR. MARQUETTE  
JOLIET

INDIAN CHIEF  
INDIAN BRAVES

*(Joliet and Marquette come in, following footprints.)*

FR. MARQ. These tracks must lead to an Indian village, there are so many footprints.

JOL. The Indians were going back from the river. *(Sees Indians sitting in a circle on the ground.)* Ah! Sh! There they are!

*(He and Fr. Marquette hide behind a tree.)*

FR. MARQ. Let us pray that they are friendly. *(Raises hands and eyes to Heaven for a moment.)* Come, we must show ourselves. *(They step from behind the tree.)* Indians! We are friendly.

*(Indians jump up and raise bows, but at a sign from the Chief they put them down. Chief comes forward with a peace-pipe.)*

FR. MARQ. Ah! He is bringing the peace-pipe. We need not be afraid.

CHIEF *(touching black robe of priest).* Black!

Black! We hear about men in black. You good men. (*Shades eyes with hand.*) How bright sun shines when you come!

FR. MARQ. The Frenchmen are your friends.

CHIEF. Good! You smoke peace-pipe? (*They sit on ground.*) Braves, bring feast. Our friends will eat.

(*They smoke peace-pipe.*)

FR. MARQ. Chief, we have come a long way to find this great river, this Father of the Waters. It is a mighty river.

CHIEF. Ugh! It big! My Braves go in canoe many days. No find the end.

JOL. Are there many Indians along the river?

CHIEF. Ugh! Bad Indians! They will kill white men! You no go! You stay here.

FR. MARQ. We cannot stay. We must go on. We must show the Indians that the Frenchmen are their friends.

(*Braves bring in feast.*)

BRAVES. Ugh! Ugh!

CHIEF. Frenchmen eat. Braves feed Frenchmen! You like fish?

JOL. and FR. MARQ. Yes.

CHIEF (*to Braves*). No bones! No bones!  
You see!

(*Braves pick out bones and feed the Frenchmen with fingers.*)

JOL. (*to Fr. Marquette*). They must think we are babies!

FR. MARQ. Hush! They are only being very polite.

CHIEF. My friends, we will give you treat now! Fine treat! We give you dog! Nice roasted dog! So good! Ugh! (*Indians rub themselves with delight.*)

INDIANS. Ugh, ugh, ugh! Mmm-mmm!

JOL. and FR. MARQ. Roasted dog!

FR. MARQ. Oh, no, no! We cannot eat roast dog!

JOL. Oh, no, no!

CHIEF. No eat dog! Nice roast dog!

FR. MARQ. Oh, never, never!

JOL. No! No! Do not bring it!

CHIEF. How strange white men are!

BRAVES (*look at each other in surprise*). Ugh, ugh!

CHIEF. No bring dog! Bring buffalo meat!  
You eat buffalo?

JOL. and FR. MARQ. Oh, yes.

*(They eat.)*

CHIEF *(shaking his head with surprise)*. White men eat buffalo, no eat dog! I no understand.

FR. MARQ. You have given us a fine feast, Chief. Now we will give you something. *(He and Joliet take beads, hatchets, and bits of cloth out of a bag.)* Here are beads, hatchets, and bright cloth, Chief. You would like to have them?

INDIANS. Ugh! Ugh!

CHIEF. I look fine in beads and cloth! Ugh!

FR. MARQ. Then they are yours. Now we must go back to our canoes. You have been very good to us, Chief, and we thank you.

CHIEF *(holding out peace-pipe)*. I give you present. You take peace-pipe? You my friend.

FR. MARQ. Thank you, Chief, I will be glad to take it. We will show this peace-pipe to the other Indians and they will know that we are friendly. *(He lifts his hand to Heaven.)* May the Great Spirit always be good to you, and



“ You take peace-pipe? You my friend.”

may He guard us safely on our journey down the great Mississippi River, the Father of the Waters!

*(They bow to the Chief and go, the Indians watching them out of sight.)*

#### STAGING

What would you have for an Indian dish? Is it necessary to have anything on the dish for fish or buffalo meat?

Why did many of the French settle in America?

What is a *trapper*? Where do trappers do much of their trapping?

Why did so many of the explorers, Spanish, English, Dutch, and French, follow rivers?

Can you find the Mississippi River on the map? Can you find the great piece of land on both sides of the river that they claimed for the French king, Louis? What was this great piece of land named? Why did they call it Louisiana?





PART II

THE REVOLUTION



# THE BOSTON TEA PARTY

## A PLAY IN 2 ACTS

You have been reading about the way our country was explored by the different European countries and how colonies were started. The French and Spanish held the most land, but the English land was most thickly settled. By 1733 there were thirteen English Colonies. Can you name some of them?

The king of England was the king of these thirteen English Colonies. When you have read this next play you will know his name. He was not a good king. He was foolish and obstinate. He wanted to make the American Colonies pay money to the English government and then he did not treat them fairly. Even some of his own English people did not like the way he treated the Americans. Let us see how he tried to get the money and what happened.

### ACT I

Time : 1773.

Scene : Mass Meeting in the Old South Church, Boston.

JOHN HANCOCK

MEN

SAMUEL ADAMS

WOMEN

1ST MAN. The English king, George III, is not fair to us, the people of America.

ALL. No! No!

2ND MAN. He is trying to make us pay money to the English government.

3RD MAN. And then he does not let us help make the laws to spend that money.

ALL. That is wrong!

4TH MAN. He has put a tax on tea.

5TH MAN. He makes us pay six cents extra on every pound of tea.

ALL. We will not pay it.

1ST WOMAN. I will not buy any more tea for my family.

ALL WOMEN. Nor I! Nor I!

2ND WOM. I will make tea out of leaves and dried herbs. I will not use the English tea.

1ST MAN. Here come John Hancock and Samuel Adams. Let us sit down. They will speak to us.

*(John Hancock and Samuel Adams go up on platform.)*

HANCOCK. Fellow citizens of Boston, you all know about the ship full of chests of tea that came into Boston Harbor this morning.

ALL WOMEN. We will not buy their tea!

ALL MEN. They must take the tea back to England!

HAN. Samuel Adams and I *knew* that you, free citizens of Boston, would not let the tea be put on land as long as we have to pay the six-cent tax on it, so we went to Governor Hutchinson and asked him to send back the ship to England.

ALL. Yes? Yes?

*(Samuel Adams jumps up.)*

SAMUEL ADAMS. And he would not do it!

ALL *(angrily)*. Hm-m.

AD. He is an English governor, sent here by the king of England, and he would not turn it back!

ALL *(louder)*. Hm-m!

AD. *(putting out his two hands to quiet the people)*. So, my friends, we will have a tea party.

ALL *(much surprised)*. A tea party!!

HAN. A huge tea party.

*(John Hancock and Samuel Adams go down among the people, who gather round them in groups. They whisper awhile. One by one the men go out and come back dressed as Indians.)*



"A huge tea party."

HAN. We meet then at midnight, men.  
Sh! Sh!

*(They quietly go out by different doors.)*

## ACT II

Time: Midnight.

Scene: The British ship at the wharf in Boston Harbor.

CITIZENS, Dressed as Indians

BRITISH SAILORS

*(The men, dressed as Indians, come silently up, one by one, until all are gathered together. Then with wild war-whoops they climb up onto the ship)*

*and tie up the few sailors there on guard. They cut open the chests of tea with their hatchets, empty the tea overboard, and throw the empty chests into the water. Then they climb back onto the wharf and, with one last war-whoop, go silently away in different directions.)*

#### STAGING

Mass Meeting. Will it take all your class?

Chests of tea. Waste-baskets? Chairs?

Axes?

How would you show us that the people were angry at the tax? Would they talk loudly or softly?

Would they work fast or slowly when they were opening and emptying the chests?

What is a Mass Meeting? Why did the white men dress like Indians? Why didn't they go in their everyday clothes?

What is a tax? Was the tax on tea very big? Then why wouldn't the Americans pay the tax? Did they like the tea made of leaves and dried herbs?

Do you think the king of England liked the Boston "Tea Party"?



# PAUL REVERE'S RIDE

FROM BOSTON TO CONCORD

A PLAY IN 1 ACT

The king of England was very angry with the American Colonies — and especially with the people of Boston, because they would not pay the tax on tea. He sent some soldiers over here. Of course the Americans did not like that. Some of the men got together and agreed to be ready to march and fight at any minute if there was trouble with the British. These men were called “minute men.”

When trouble did come, one of these “minute men” rode swiftly through the country at night, calling the farmers to arms.

Did you ever hear of “Paul Revere’s Ride”?

Time: April 18, 1775.

Scene: Boston and Concord.

PAUL REVERE

HIS FRIEND

JONAS CLARK

BRITISH CAPTAIN

BRITISH SOLDIERS

PIGEONS

ROOSTER

DOG

SHEEP

BIRDS

HORSE

PAUL REVERE. Listen, my friend. The British are going to march to Concord tonight. They are going to get the powder and guns that we

have stored there near the river. I want you to watch carefully and find out whether they are going by land or by sea. Then when you have found out I want you to

“ Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal light,  
One if by land, and two, if by sea.”

I am going to row silently over to Charlestown on the opposite shore. My horse is there waiting, ready for me

“ To ride and spread the alarm  
Through every Middlesex village and farm,  
For the country-folk to be up and to arm.”

FRIEND. I will walk around by the barracks until I find out. Good night!

PAUL REV. Good night!

*(He rows over. Friend walks quietly and innocently near the barracks.)*

BRITISH CAPTAIN. Forward march!

*(Soldiers march quietly down to their boats on the shore.)*

*(Friend climbs the steps to the tower near by, frightening pigeons.)*

PIGEONS. Coo! Coo! Coo-coo!

*(Friend watches until he sees a line of boats.)*

FRIEND. That black line over there! What is it? It looks like a line of boats. They are going by sea!

*(Hangs two lanterns up, one after the other.)*

*(Meanwhile, Paul Revere is tramping up and down, patting horse, tightening harness, etc., every now and then watching the tower. Sees light, springs to his horse.)*

PAUL REV. The lantern! But wait! Another one! They are coming by sea! Fly, good steed, fearless and fleet! Fly! For the fate of a nation is riding tonight!

. . . . .  
*(Clock strikes twelve.)*

PAUL REV. Ah! Twelve o'clock and I am in Medford!

ROOSTER. Cock-a-doodle-doo!

DOG. Bow-wow-wow!

PAUL REV. *(knocks on door)*. To arms! To arms! The British are coming! On to Lexington and Concord!

*(Rides on. Stops at other doors, says the same thing. Clock strikes one.)*



"The British are coming!"

PAUL REV. Lexington and one o'clock!  
(*Knocks.*) Jonas Clark! To arms! To arms!  
Waken John Hancock and Samuel Adams!

JONAS CLARK. Sh! Don't disturb them with  
your noise!

PAUL REV. Noise! They'll soon have noise  
enough! The British are coming!

J. CLARK. The British! To arms! To  
arms!

PAUL REV. On, good steed, on! (*Clock  
strikes two.*) Concord at last!

SHEEP. Baa-baa!

BIRDS. Tweet-tweet!

(*Whistle.*)

PAUL REV. To arms! To arms! They come!  
The British! To the bridge!

(*Farmers rush out.*)

PAUL REV. (*turns to horse.*) And now, good  
horse, your work is done. It was a noble work,  
and years from now people

“will listen and hear  
Of the Midnight Ride of Paul Revere!”

## STAGING

Old North Church Tower. Have you something high you could climb on? Could you open the drawers of the bookcase and walk up the steps? Could you put the "lanterns" on the top of the bookcase? Or could you use a chair and table for steps? What else could you use?

Lantern. Would you use boxes? Books?

Clock. Would you ring a bell?

Houses. Could the "farmers" live at their desks?

How would you make it seem a real journey from Boston to Concord? Would you go fast or slowly? Would you stop at each house or would you knock and call out as you passed? Which would make it more exciting? At whose house would you have to stop and talk? How would Paul Revere feel when he got to Concord?

Paul Revere knew that the British wanted to capture John Hancock and Samuel Adams. Why did they want to capture them?

Why did the Americans have powder and guns stored away? Why were the British going to take this powder and guns? Did they get them? Why not?

# “THE FIRST IN WAR”

## WASHINGTON TAKES COMMAND OF THE ARMY

### A PLAY IN 1 ACT

What was the first battle of the Revolution?

After the battle of Concord the American Colonies knew that the war against England had really begun. They knew also that they would have to choose a leader, because nothing can be done without a wise man at the head. Do you know whom they chose for this leader? Let us see how he took command of the army.

Time: 1775.

Scene: Under the Washington Elm, Cambridge.

GEN. WASHINGTON

MESSENGER

CAPTAIN

SOLDIERS

LIEUTENANT

WOMEN

*(The soldiers, guns on shoulders, are drawn up in two rows under the tree. Women are standing around the outside of the army.)*

CAPTAIN. Company — rest!

*(The soldiers take the guns from their shoulders and take easy standing position. Two women come up.)*



1ST WOMAN. Why are all the people gathered here under the big elm tree?

2ND WOM. And why are the soldiers here?

3RD WOM. Don't you know? George Washington has been made general, and he is going to take command of our army in our war to be free from England.

1ST WOM. Why did they choose George Washington?

3RD WOM. He is such a good man!

4TH WOM. He is a fine soldier!

5TH WOM. And a great leader!

1ST WOM. Let us stay and see him take command.

2ND WOM. I hope he will come soon!

*(A Messenger comes hurrying up. He salutes the Captain.)*

MESSENGER. Captain, the General is here.

CAPT. *(to soldiers)*. Company — attention!

*(They stand at attention, guns on shoulders.)*

ALL WOMEN. Here he is! Here he is!

CAPT. Present — arms!

*(The soldiers hold their guns with both hands, upright in front of them. Gen. Washington, with*

*two officers behind, walks slowly between the two lines, reviewing the soldiers as he goes. He mounts a platform under the tree.)*

CAPT. Right shoulder — arms!

GEN. WASHINGTON. Soldiers, our government has given me a great honor. It has made me Commander-in-chief of the American army. All I ask is for each one of you to do your best, and we will win this war and free our country.

*(He steps back.)*

CAPT. Present — arms! Lieutenant, take command for firing the salute!

LIEUTENANT. Cannoneers — ready! Gun number one — fire!

(“ Boom-boom-boom ! ”)

Gun number two — fire!

(“ Boom-boom-boom ! ”)

Gun number three — fire!

(“ Boom-boom-boom ! ”)

WOMEN. Hurrah, hurrah! For General Washington, Commander-in-chief of the American army!



“General Washington, Commander-in-chief of the American army!”

## STAGING

Cannons. Try banging two books together. Does it sound like a cannon shot? Have you another suggestion?

Was Gen. Washington's task as leader of the American army an easy one? What were some of the hard things about it? What were some of the things his army did not have? What were some of the things it did have?

# INDEPENDENCE DAY

## A PLAY IN 1 ACT

Now the American Colonies had an army and a fine general. But before they did any more fighting they wanted every one to know what they were fighting for—that they were fighting to make the Colonies “free and independent” from England. So they wrote it right out on paper in very fine language, and men from the thirteen Colonies signed their names to it. This paper is called the Declaration of Independence.

Let us see on what day they signed it, where they signed it, and who some of the men were.

Time: July 4, 1776.

Scene: Outside the Old State House in Philadelphia.

MEN

OLD BELLMAN

WOMEN

BOY, His Grandson

*(People are standing in groups talking excitedly or are hurriedly walking up and down, calling to each other.)*

1ST MAN. Will they do it?

2ND MAN. Dare they do it?

3RD MAN. Who is speaking?

1ST WOMAN. What's the news?

4TH MAN. What of Adams?

5TH MAN. What of Sherman?

ALL. Oh, God grant they won't refuse!

2ND WOM. What is going on in here?

1ST MAN. They are signing the Declaration of Independence.

2ND MAN. The paper that says we shall be free from England—free to make our own laws and govern our own land.

3RD WOM. Who are the men who are signing this Declaration of Independence?

1ST MAN. John Hancock!

2ND MAN. Samuel Adams!

3RD MAN. John Adams!

4TH MAN. Thomas Jefferson!

5TH MAN. Benjamin Franklin!

1ST MAN. And many other brave and clever men, who are risking their lives that our country may be free.

6TH MAN (*rushing up*). Make some way there! Let me nearer!

3RD MAN. I am stifling!

ALL. Stifle then!



“Ring! Oh, ring for Liberty!”

1ST MAN. “When a nation’s life’s in danger  
We’ve no time to think of men!”

1ST WOM. Back! Back! The bell-ringer’s  
grandson! He comes! He comes!

ALL. Have they signed it? Is it finished?

BOY (*comes running through crowd — flings his  
arms up to bell tower*). Ring, ring, grandpa!

“Ring! Oh, ring for Liberty!”

OLD BELLMAN. Clang, clang, clang!  
Clang, clang, clang!

(*Keeps on ringing to end of Play.*)



ALL. "Hurrah! Hurrah! 'Tis done!

The Declaration of Independence is signed!

Hurrah! Hurrah for Liberty!

Please God, 'twill never die!"

#### STAGING

Bell tower. What did you use for the North Church Tower?

How would you make the people look excited? Would they talk fast or slowly? Loudly or softly?

Why did Benjamin Franklin, John Hancock, and the other men sign their names to the Declaration of Independence? Why were they risking their lives when they signed it? Why was the bell rung?

# OUR FIRST FLAG

## A PLAY IN 2 ACTS

The Declaration of Independence made the Colonies feel that they were truly a nation, and, of course, they wanted a flag to stand as a sign of that nation. Do you know who made this first flag of ours and who asked her to do it?

### ACT I

Time: 1777.

Scene: Betsy Ross's house in Philadelphia.

MRS. BETSY ROSS  
HER DAUGHTER

GEN. GEORGE WASHINGTON  
ROBERT MORRIS

A CAPTAIN

*(Mrs. Ross is sitting sewing, her little daughter is playing at her feet. A knock comes at the door.)*

MRS. BETSY ROSS. Run, daughter, and open the door.

DAUGHTER *(opens door and jumps back in surprise)*. Mother, mother, it is General Washington.

BETSY R. General Washington!

(*She jumps up, dropping sewing, scissors, and spool. Little girl picks them up, and Mrs. Ross, bowing low, gives chairs to Washington and the two men.*)

GEN. WASHINGTON. Good morning, madam. I have come to see you on very important business. My friend, Robert Morris here, has heard that you are a very fine sewer, and I am going to ask you if you will make a flag, a flag for our country, an American flag!

BETSY R. Oh, General Washington, I am not sure that I can make it well enough, but how proud I shall be to try to do such a wonderful work!

GEN. WASH. The colors will be red, white, and blue. There will be thirteen stripes, every other one red and white, to show that there are thirteen states in our new country. In the corner there will be thirteen white stars on a blue field, and whenever a new state is made a new star will be put in the flag. See, I have drawn a picture of the flag for you.

BETSY R. (*looking at the picture*). That will be a beautiful flag. But here is something you

have taken from the British. That star has six points. That is a British star.

GEN. WASH. But I thought a five-pointed star would be too hard to cut.

ROBERT MORRIS. Yes, it will make too much work for you.

BETSY R. I will show you.

*(She takes a piece of paper, folds it, gives one cut of the scissors, and opens paper.)*

BETSY R. See, I can make a five-pointed star with one cut of the scissors. So you see, it is easier to make. But even if it were ten times harder, I would rather do it than have a six-pointed star in our American flag.

GEN. WASH. We would all rather have our own star. Wouldn't we, gentlemen?

MEN. Yes, indeed!

GEN. WASH. *(standing)*. Mrs. Ross, when you have finished it we will come again, for we are all anxious to see our new flag.

*(They go out.)*

DAUGHTER *(clapping her hands and jumping up and down)*. Oh, mother! How wonderful! You are to make the first flag!



“See, I can make a five-pointed star with one cut of the scissors.”

## ACT II

Time : A week later.

Scene : Same as in Act I.

MRS. BETSY ROSS  
HER DAUGHTER

GEN. GEORGE WASHINGTON  
ROBERT MORRIS

A CAPTAIN

*(Betsy Ross sewing as before. Knock is heard.)*

BETSY R. It is General Washington. Child, get the chairs.

*(She opens door and curtsies.)*

GEN. WASH. Good morning, Mrs. Ross. Is the flag finished?

BETSY R. Yes, General, it is all finished. I will get it.

*(She goes out. The men sit. Gen. Washington beckons the little girl.)*

GEN. WASH. Come here, child, and tell me if you like our new flag.

*(She hangs back shyly.)*

ROBERT MORRIS. Don't be afraid of the general. He loves children.

*(Child goes to him slowly.)*

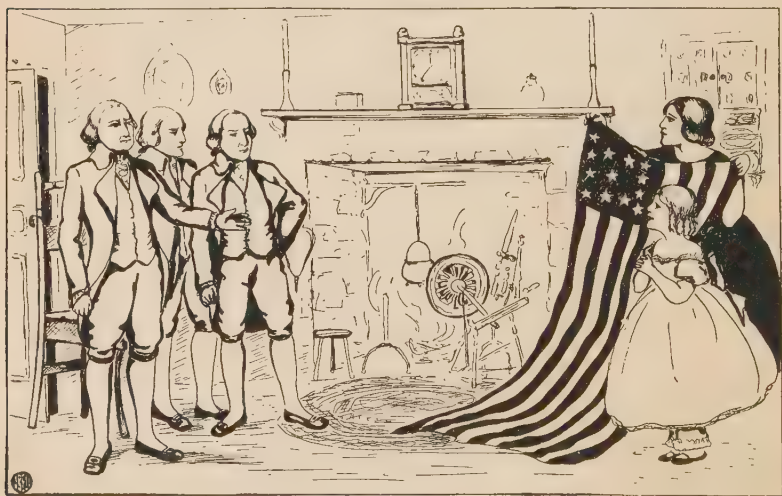
GEN. WASH. There is a little girl in my home at Mount Vernon just about your age.

DAUGHTER. Is she your daughter?

GEN. WASH. She is my step-daughter. She has a brother, Jack. We used to have great fun together before the war. But here comes your mother!

*(Mrs. Ross enters with flag spread out. The men jump to their feet.)*

GEN. WASH. A beautiful flag, Mrs. Ross, a beautiful, beautiful flag. Our flag! How splendid it will look flying in the breeze! How our people will love it! How they will work for it! All the world will know it. It will stand for



"It will stand for Freedom!"

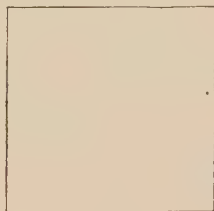


Freedom! Mrs. Ross, you have done a noble work today which will never be forgotten. We thank you. Gentlemen, we will salute our flag!

*(They salute. Then Gen. Washington takes the flag and they go, Betsy Ross and the little girl curtsying low as they pass.)*

### HOW TO MAKE A FIVE-POINTED STAR

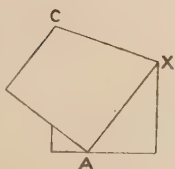
Fold a piece of paper



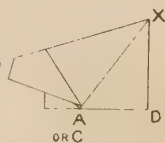
in two  
with fold  
on right.



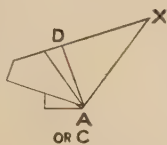
Fold upper  
right-hand corner  
*A* down to center  
of bottom line  
at *B*.



Fold upper  
middle corner *C*  
down to cover *A*.



Fold  
up lower  
right-  
hand  
point *D*.



Cut  
along  
dotted  
line.



Open.



NOTE. *X* must be kept a *point*. Everything must be folded from there.

## STAGING

Betsy Ross made her star the way the pictures show. It is easy to do with a little practice, but if you do not want to really cut it, could you do it some other way? Could you have a star all made and keep it in your hand? Could you then cut a scrap of paper any way at all and slip out the star as if you had cut it?

How do you feel when you see our American flag flying? How would you feel if you saw it in a foreign land? How would an Englishman feel if he saw an English flag here? Why then do all nations want a flag of their own?

How can you show your love for the flag? How do men and boys show respect when the flag passes?

# THE GREAT GENERAL'S LESSON TO THE LITTLE CORPORAL

## A PLAY IN 1 ACT

Gen. Washington was a wise man and a great leader. Can you tell some things he did as a boy? As a man? As a soldier? Here is something he did when he was a general. How do you suppose the corporal felt?

Time : During the American Revolution.

Scene : Washington's army camp.

GENERAL WASHINGTON

CORPORAL JONES

SOLDIERS

*(A company of soldiers in charge of Corporal Jones are building a breastwork of logs.)*

CORPORAL JONES. Here, men, we must finish this breastwork of logs. You must lift this big log on top of those others. Come, now, take hold. Now, all together!

*(They try to raise it while the Corporal stands aside and looks on, but it is too heavy.)*

*(Gen. Washington in a great overcoat comes past and stops to watch them.)*

CORP. J. Heave-ho! Up with it, men! Up with it! *(They can't get it on top.)* Come on, now, put your strength into it. What's the matter with you? Heave-ho! Up with it!

*(The log almost falls. Gen. Washington runs up and with his strong arm helps them to get it on top.)*

SOLDIERS *(all out of breath)*. Thank you kindly, stranger! You have given us just the help we needed.

GEN. WASHINGTON. That was a big pull, friends. *(To Corporal.)* Why didn't you take hold and help your men with that heavy lifting?

CORP. J. Why didn't I? Huh! Don't you see that I am the corporal? I am Corporal Jones!

GEN. WASH. Oh, indeed! *(Unbuttons his coat and shows his uniform.)* Well, I am the general. I am General Washington! And the next time you have a log too heavy for your men to lift — you just send for me and I'll help them!

*(The Corporal throws up his arms frightened. The soldiers stand at attention and salute. Gen.*

*Washington goes off. The Corporal wipes his forehead and shakes his head. The soldiers look at each other and laugh.)*



“ I am General Washington ! ”

#### STAGING

Breastwork. Would you use a table, or the teacher's desk ?

A waste-basket for the log ? How would you make the log look heavy ?

Show how the corporal would look surprised. Show how he would look ashamed.

What is a *breastwork* ? Is a corporal very high up in the army ? Is a general ? Which is higher ?

# LAFAYETTE, THE FRIEND OF AMERICA

## A PLAY IN 3 ACTS

The little American army made a brave fight against the English army. They were fighting for the right. Many people in Europe, even some of the English people themselves, knew that the Americans were right. In France there was a fine young nobleman who was much interested in the war for freedom. He came over here and fought with the Americans. He helped them so much that the Americans have never forgotten it, and have always been good friends with France because of this man.

## ACT I

### WHY LAFAYETTE CAME TO AMERICA

Time: 1775.

Scene: A great banquet in France.

LAFAYETTE, a French Nobleman  
ENGLISH DUKE

FRENCH CAPTAIN  
OTHER FRENCH OFFICERS

*(The Frenchmen with the visiting English Duke are sitting at the table after the banquet.)*

FRENCH CAPTAIN. And what is the news from America, my lord Duke?

DUKE. There is not very good news, captain. My brother, King George III, is very angry with the people of America. The men have risen up and fought against our English soldiers at Lexington and Concord. Just think! They are only poor farmers and they have beaten our fine soldiers!

LAFAYETTE (*at one side to an officer*). Good for the farmers! I should like to have seen them.

1ST OFFICER. Sh! Don't let the Duke hear you.

2ND OFF. (*to the Duke*). Didn't they have some trouble about tea?

DUKE. Yes, they did. These same farmers wouldn't pay the tax that the king had put on tea, and they wouldn't buy the tea when it was sent over in a ship.

LAF. What did they do?

DUKE. They threw the tea overboard, right into the water!

LAF. (*aside*). Good! Good! I like those farmers.

1ST OFF. (*nudging him with his elbow*). Sh! Sh!

CAPT. Why do they do these things?



DUKE. They say the king is not fair to them. They say they are going to get free from England. But they can never do that.

LAF. Why not?

DUKE. They are poor. They have no soldiers. They have no leaders. They can never win!

LAF. They are brave men! And if they had help, perhaps —

DUKE. They cannot win!

CAPT. My lord Duke, shall we go?

*(All stand and salute while the Duke and Captain go out. Then all sit except Lafayette.)*

LAF. *(pounds the table)*. Gentlemen, I — am — going — to — America!

ALL. No!

LAF. I am going to America! I am going to fight with those farmers!

1ST OFF. It is so far from home!

2ND OFF. It is not *your* country!

LAF. Ah! Think what they are fighting for! Freedom! They must not lose. I must help. I too will fight for freedom.

## ACT II

### HOW LAFAYETTE MET WASHINGTON

Time: 1777.

Scene: General Washington's camp.

LAFAYETTE

GEN. WASHINGTON

AMERICAN OFFICERS

*(Gen. Washington is seated in his tent with his officers. An officer comes in and salutes.)*

1ST OFF. General, a messenger has just ridden in to say that the Marquis de Lafayette is coming to see you.

GEN. WASHINGTON. The Marquis de Lafayette?

1ST OFF. He is the young Frenchman who has come over to help free America.

2ND OFF. Yes, he has left his friends, his home, and his family for us.

3RD OFF. He has said that he will not take any pay for his work.

GEN. WASH. He must be a fine young man. I shall be glad to have his help.

*(4th Officer comes in with Lafayette. Gen. Washington goes to meet him.)*

4TH OFF. General Washington, the Marquis de Lafayette, the young Frenchman who has given up everything to help make America free!

GEN. WASH. Marquis de Lafayette, we are glad to welcome you to our army. (*They shake hands.*) We are not very fine to look at. Our clothes are poor. We have no uniforms. You will think we are strange looking soldiers, not like the grand army of France.

LAF. Ah, but your men! They are so brave! General, I am proud to be your friend, and I am proud to be an American soldier.

### ACT III

#### HOW LAFAYETTE HELPED AMERICA

Time: 3 years later.

Scene: A Mass Meeting.

LAFAYETTE  
WASHINGTON

MEN  
WOMEN

1ST WOMAN. Lafayette has been in France.

2ND WOM. He is coming back today.

3RD WOM. Why did he go to France?

1ST WOM. I do not know.

1ST MAN. Here comes General Washington now.

2ND MAN. And the Marquis de Lafayette.

3RD MAN. They are going to speak to us.

*(Gen. Washington and Lafayette go up the platform. Gen. Washington steps forward.)*

GEN. WASH. Men and women, we are glad to welcome back to America our friend and comrade, the Marquis de Lafayette. He has been a true friend. He fought with us here for three years. Then he went back to France — and I will let him tell you himself what he did for us there. He brings wonderful news.

*(He steps back and beckons Lafayette to speak. Lafayette steps forward.)*

LAFAYETTE. Americans! *(They all clap him. He bows.)* Americans, your great General Washington has told you that I bring news. I have been to see the French king. I have told him about your brave fight. I have asked him to help you. And he has promised to send you French ships and French sailors and soldiers!

GEN. WASH. *(jumping to his feet)*. They will



“Lafayette, the friend of America!”

help us bring the war to an end! They will help us win our freedom!

ALL. Yes! Yes! And it was Lafayette that did it! Lafayette, the friend of America!

#### STAGING

A banquet table?

A Mass Meeting?

What is a marquis? What is a duke? Do we have noblemen in America? Why not? Do they have them in England? Why?

PART III  
THE WAR OF 1812





# THE STAR-SPANGLED BANNER

## A PLAY IN 1 ACT

You know that sometimes after boys and girls have had a quarrel they are not very friendly with each other. A little thing will start them quarreling again.

It was the same way with America and England. They quarreled again not very long after the Revolution, and then came the War of 1812. It was the last war, however, that the two countries have had with each other.

What we really want to remember about it, though, is that during this war was written the Star-Spangled Banner, our national hymn, our country's song. This is the way it happened to be written.

Time : War of 1812.

Scene : On board a British battleship.

FRANCIS SCOTT KEY  
COLONEL SKINNER

ADMIRAL COCKBURN  
SAILOR

DR. BEANES

*(The British Commander, Admiral Cockburn, is seated at a table, looking over some war papers. A sailor comes in.)*

SAILOR (*saluting*). Admiral, two Americans from Baltimore have come on board asking if you will free one of our prisoners, Dr. Beanes.

ADMIRAL COCKBURN. You may bring them in, and the prisoner too.

*(Sailor salutes, goes out, and returns with Dr. Beanes, Colonel Skinner, and Francis Scott Key.)*

COL. SKINNER. I have come from our American government to ask you to free Dr. Beanes. He is a doctor, not a soldier, and he should not have been taken prisoner.

ADM. COCKBURN. I understand he was taken prisoner because he was cruel to some of our British soldiers.

DR. BEANES. That is not true, Admiral. I only sent some of your soldiers out of my yard because they were making a noise and disturbing the sick people in my hospital.

COL. SKINNER. I have letters here from some of your British officers telling how kind Dr. Beanes has always been to the wounded British soldiers.

ADM. COCKBURN. Let me see them. *(He glances at the letters.)* There has been a mistake made, Doctor, in making you prisoner. I will have you set free at once.

*(Sailor comes in hurriedly.)*

SAIL. The captain says, sir, that everything is

ready for the attack on Fort McHenry. He is just going to open fire.

ADM. COCKBURN. I will come at once. (*To the Americans.*) Gentlemen, I am sorry, but I cannot let you leave the ship now. I must ask you to wait here until after the battle.

(*He goes out, leaving the Americans alone.*)

ALL. Fire on Fort McHenry!!

FRANCIS SCOTT KEY. If they take Fort McHenry, they will capture Baltimore!

COL. SKINNER. There are only a thousand men in the fort. Can they hold out?

(*Guns are fired — Boom-boom! Boom-boom!*)

ALL. They have begun!

(*They rush to the portholes.*)

KEY. There over the fort is flying our flag — our Star-Spangled Banner.

DR. BEANES. See how it floats on the breeze!

(*Guns roar — Boom-boom!*)

COL. SKINNER. Ah! They have hit our flag!

ALL. Has it fallen?

KEY. No — no — it's still gallantly streaming! See, see "the broad stripes and bright stars through the clouds of the fight!"

DR. BEANES. How dark it is getting.

COL. SKINNER. We can no longer see how the battle is going.

KEY. And we will not know what flag will be flying at dawn over our land of the free.

*(Guns roar. Rockets glare.)*

KEY. Ah, look, look!

“The rockets’ red glare,  
The bombs bursting in air,  
Give proof through the night  
That our flag is still there.”

COL. SKINNER. Ah, but shall we see it by the dawn’s early light?

KEY. We will have to trust in God!

*(Guns keep roaring and rockets flaring.)*

*(The men sit down. Key goes over to a lantern, takes an old letter from his pocket, and writes.)*

COL. SKINNER. What are you writing, Key?

KEY. A poem about our flag has just come into my mind. I have called it “The Star-Spangled Banner.” Shall I read it?

COL. SKINNER and DR. BEANES. Yes!

KEY (*reading from the back of the old letter*).

“Oh, say, can you see  
By the dawn’s early light,  
What so proudly we hailed  
At the twilight’s last gleaming?  
Whose broad stripes and bright stars,  
Through the clouds of the fight,  
O’er the ramparts we watched  
Were so gallantly streaming.  
And the rockets’ red glare,  
The bombs bursting in air,  
Gave proof through the night  
That our flag was still there.

Oh, say, does the Star-Spangled Banner yet wave  
O’er the land of the free and the home of the  
brave?”

*(In the middle of his reading the guns have stopped firing.)*

COL. SKINNER and DR. BEANES. Splendid!  
Fine! Grand!

DR. BEANES. Francis Scott Key, you have  
written a poem that will live forever!

COL. SKINNER. Every one will know it!



"Oh, say, does the Star-Spangled Banner yet wave  
O'er the land of the free and the home of the brave?"

KEY (*jumping up*). But come, the guns have stopped firing. The battle must be over. And dawn is breaking! Who has won?

ALL. What flag will be flying over the fort? Which is it? Which is it? The British! No! — No!!

KEY. “’Tis the Star-Spangled Banner: oh, long may it wave  
O’er the land of the free and the home of the brave.”

*(He turns to the two men.)*

“Oh, thus be it ever  
When freemen shall stand  
Between their loved home  
And war’s desolation;  
Blest with victory and peace,  
May the Heaven-rescued land  
Praise the Power that hath made  
And preserved us a nation.  
Then conquer we must,  
For our cause it is just,  
And this be our motto —  
*In God is our trust.*



And the Star-Spangled Banner in triumph shall  
wave”

ALL. “O’er the land of the free and the home  
of the brave.”

#### STAGING

Cannons. What did you use when Washington took command  
of the army?

Lantern. What did you use in “Paul Revere’s Ride”?

What are the portholes of a ship? Where would you have  
yours?

Did Francis Scott Key have to sit down and think and think  
when he wrote this poem, or did he write it easily? Why did it  
come so easily to him? How do you think he felt when he saw  
the flag in the battle? How would you feel if you saw some one  
firing on our flag? Did he, then, write this poem just with his  
head or with his whole heart? Do you think it would have been  
as good if he had never seen the battle, but had thought it out  
quietly in his own room?

PART IV

HOW OUR COUNTRY GREW

You know where the thirteen Colonies are on the map. Are they a large part of the whole country?

Do you think that men who are brave enough to stand up against a powerful country like England would like having their country so small when there was so much wild and open land behind them? Of course not. They wanted to spread out and grow. What do you think are some of the ways they could get more land for the new little nation? Look at the map and see who owned the different parts of North America.

Let us find out some of the ways by which our nation grew into the fine large country it now is.

# ONE WAY TO CAPTURE A FORT

## A PLAY IN 1 ACT

If you will look on the map, you will see that France used to own what is now Canada and also the great big middle piece of our country along the Mississippi River. Who claimed this big Mississippi land for the French?

After a while England took Canada and some of this Mississippi land away from the French. Then it was British land. In the War of the Revolution the Americans were fighting, of course, against the English. One American, named Clark, thought it would be a good thing if he went into this piece of the Mississippi land and took it away from the British. Then it would belong to the Americans. Let us see how he did it.

Time: During the American Revolution.

Scene: Inside a fort on the Mississippi River, in what is now the state of Illinois.

GEORGE ROGERS CLARK, an American  
HIS CAPTAIN

BRITISH SOLDIERS  
FRENCH PEOPLE

INDIAN

*(The British and French are singing and dancing. Clark is watching them. As the dancers stop and fan themselves, the Captain slips inside the door.)*

CLARK *(quietly)*. Have you put the guards where I told you to?

CAPTAIN. Yes. I have put them all through the fort; two at each door and one outside each window.

CLARK. Good! Did any of the French or British see them?

CAPT. No! Everybody is inside the fort here dancing.

CLARK. That is lucky for us! We can easily capture the fort.

CAPT. And get this whole great piece of land from the British.

CLARK. Without any fighting! See! The British soldiers have put all their guns together over in that corner.

CAPT. Ha! Ha!

CLARK. You stay near this door. I will go over and guard the guns. Then the soldiers cannot get them.

*(He walks slowly over as dancing begins again. An Indian who is sitting on the ground watches him go. As he gets to the guns the Indian yells out a war-whoop.)*

INDIAN. Wah, wah, wah! Wah, wah, wah!

*(The dancers stop, frightened. The women*

*scream and rush to the door, but the Captain stops them. The soldiers run to their guns. Clark stands in front of them with his own gun pointed at them. All stand still, frightened.)*

CLARK. Friends, we have many men against you. There are guards at the doors and windows. You cannot escape. You have no guns.

ALL. Who are you?

CLARK. We are Americans, but we will do you no harm if you are peaceful. We have come to make you citizens of the United States instead



"You cannot escape. You have no guns."

of British citizens. The United States will treat you well. Are you willing to be its citizens?

FRENCH PEOPLE (*shrugging shoulders*). We do not care.

ONE FRENCHMAN. The British have taken Canada away from us. Now you take this piece of land away from the British. If we cannot be French, we do not mind being Americans.

BRITISH SOLDIER. We will have to do as you tell us. We have no guns.

CLARK. You are wise, my friends. Now go on with your dance. But remember, after this you are dancing, not under the British flag, but under the flag of the United States.

*(The French shrug their shoulders again and start dancing. The British soldiers stand sadly by. Clark and the Captain look on with a smile.)*

#### STAGING

The dancing. Can you dance? Could one or two of you dance, while the others watched and clapped, or sang?

Was this land afterwards valuable to the United States? Why? Can you look on a big map and find the names of some of the states into which it was made?



# “ONLY A GIRL!”

## HOW ELIZABETH ZANE SAVED THE BLOCKHOUSE

### A PLAY IN 1 ACT

We have seen how George Rogers Clark captured from the British the great piece of land northwest of the thirteen states. Soon people from the new United States began to settle in different parts of this land. Of course, it was wild woods with many Indians who did not like the white people coming there. The settlers had many hard times from Indian attacks. This is how the Indians were driven back in one village.

Time: About 1776.

Scene: In what is now the state of West Virginia.

ELIZABETH ZANE	OLD MAN	2ND CAPTAIN
CAPTAIN	MEN, WOMEN, AND CHILDREN	NEW MEN
INDIAN CHIEF	INDIAN BRAVES	

*(Men, women, and children are crowded in the blockhouse. The Indians are watching from the woods outside.)*

CAPTAIN. My friends, we cannot hold the blockhouse much longer. So many of our men have been killed rushing out against the Indians.

1ST MAN (*saluting*). Captain, we have very little powder left.

CAPT. Ah, if we only had more powder! Perhaps we could hold out until the men from the next village could come to help us.

OLD MAN. Captain, I know where there is more powder.

ALL. Where? Tell us where it is!

OLD MAN. It is hidden away in the attic of my house in the village. I will try to go and get it.

1ST MAN. No. I will go. You are too old.

3RD MAN. No, no. Let me go.

BOTH. No, I! No, I!

ELIZABETH ZANE. I will go.

ALL. You! Why, Elizabeth Zane, you are only a girl!

ELIZABETH. I know I am "only a girl," but that is just why I want to go.

1ST MAN. That's nonsense! Here, let me go.

ELIZABETH. No, no! Wait! Captain, you must see that I am right. We have so few men left, and they are all needed to take care of the

women and children. Besides, a man would never get there. The Indians would kill him as soon as they saw him. But if I go the Indians may think "She is only a girl" and may let me get by. Don't you see that it is the only chance to get the powder?

CAPT. (*slowly*). I am afraid Elizabeth is right, men. It is the only chance.

ELIZABETH (*with confidence*). I'll get it all right.

ALL. Oh, Elizabeth, don't go!

(*She laughs and waves her hand, then slips out and runs down the street.*)

(*Indians jump and start to shoot, but stop.*)

CHIEF. Ugh! Only white squaw! She no good.

BRAVES. Only girl! Ugh! Ugh!

(*They sit down again and watch the blockhouse.*)

(*Elizabeth reaches the house, pours the powder into her apron, and starts back.*)

CHIEF (*suddenly jumping up*). Ugh! What she do?

BRAVE. She got powder!

ALL INDIANS. Ki-yi! Ki-yi!



“She got powder!”

(*They run and shoot at her with bows and arrows but miss.*)

(*She reaches the blockhouse. The men pull her in, seize the powder, fire at the Indians, and drive them back.*)

(*The men from the next village come rushing up and drive the Indians away. All come out from the blockhouse.*)

2ND CAPT. Captain, you did well to hold the blockhouse so long. How did you do it?

1ST CAPT. It was Elizabeth Zane that did it.

NEW MEN. Elizabeth Zane? Why, she's only a girl!

ALL. Yes, yes, she is only a girl, but it was Elizabeth Zane that saved us! (*They stand her upon a tree stump and cheer.*) Hurrah! Hurrah for Elizabeth Zane!

#### STAGING

Arrows. Would you use rulers, or pencils?

Powder. Would Elizabeth need to carry anything in her apron or skirt?

Could she make her journey seem long enough by running back and forth through the woods?

Why did the settlers need powder for their guns? Do people put powder in guns now? What do they use now?

# A LUCKY HALLOWE'EN

## A PLAY IN 1 ACT

This is another story of Indians and settlers. Even the children were brave and quick in those Indian days. They had to be, didn't they?

Time: About 1780.

Scene: Log cabin in the woods of what is now the state of Ohio.

MRS. MOORE

OBED

PRUDENCE

JOB

CHARITY

INDIANS

*(Mrs. Moore and Prudence are sewing, Charity is dusting and tidying up.)*

CHARITY *(looking out of the window as she works)*. Mother, here come the boys! Obed is carrying something! Something heavy! What is it? *(Runs to the door.)* Obed! Obed! Oh, Prudence, I do believe it is a pumpkin! Yes, it is!

PRUDENCE. A pumpkin! It can't be! Where would he get a pumpkin in the woods?

(*The boys come in, Obed carrying a big pumpkin, which he sets on the table.*)

OBED. There, mother, what do you think of that?

CHAR. Didn't I tell you it was a pumpkin?

MRS. MOORE. Where did you get it, boys?

JOB. Down across the brook near the big oak tree.

OB. There it lay so big and round. And, mother, there are two others on the vine.

MRS. M. They can't be growing wild. One of you boys must have had seed in your pocket when we moved out here into the woods, and you must have dropped it.

CHAR. Do you know what day this is? It is Hallowe'en! Let's make a jack o' lantern!

ALL CHILDREN. Yes! Yes!

MRS. M. I — was — going to make a pumpkin pie.

CHAR. There are two other pumpkins, mother.

OTHER CHILDREN. And it will be such fun!

MRS. M. Very well, you may. But be sure to save all the seeds to plant next year.

(*Children sit on floor watching Obed.*)



JOB. Is your knife sharp enough, Obed?

OB. Yes, thank you, but I mustn't let it slip.

CHAR. Cut his mouth big and wide!

PRU. And his eyes round and staring!

OB. There! How is that?

ALL. Fine!

PRU. My! I shouldn't like to meet him in the woods!

CHAR. Here, Obed, put this candle inside of him. We will light him up when father comes home.

JOB. Won't father be surprised!

MRS. M. He will be home soon now. It is quite dark. (*Goes to look out of window. Jumps back frightened.*) Oh, children, children, the Indians! They are creeping up from the trees!

ALL. The Indians!

GIRLS (*running and clinging to mother*). Oh, mother, mother!

OB. Job, take the ax and guard the window. I will guard the door with the gun. (*Runs to get gun, bumps into jack o' lantern.*) Ah! I have an idea. Charity, get a piece of wood from the fire and help me to light this candle.

CHAR. What are you going to do?

OB. I am going to put the jack o' lantern in the window. It may scare those Indians.

*(He creeps underneath the window with it, then suddenly raises it in front of the window as the Indians come close.)*

INDIANS *(frightened and running off)*. Ooh! Ooh! Ooh!

1ST INDIAN. Him bad spirit!

2ND IND. Him catch Indians!

ALL INDIANS. Ooh! Ooh! Ooh!



"I am going to put the jack o' lantern in the window. It may scare those Indians."

3RD IND. Him no catch this Indian!

ALL INDIANS. Ooh! Ooh! Ooh! Ooh! (*Run out of sight.*)

OB. Ha, ha, ha!

MRS. M. Sh! Sh! They will hear you.

OB. Hear me! Mother, they are a mile away by now.

JOB. You should have seen them run!

(*They gather around the jack o' lantern.*)

CHAR. (*patting it with her hand*). Good old jack o' lantern!

ALL. What a lucky Hallowe'en for us!

#### STAGING

Jack o' lantern. Would you use a box with a face cut in it? Or would you make a face on paper? What else could you use? Where would you have your window?

What did the Indians call God? What did the Indian in the play mean by "bad spirit"?

# DANIEL BOONE'S SNUFF BOX

## A PLAY IN 1 ACT

One of the thirteen states, Virginia, claimed the country next to it on the west. It was a wild country, with only Indians living in it. This was the place which we now call Kentucky.

Daniel Boone, a brave hunter and trapper, went out into this country to live in the woods. His brother and a few other men went with him. He was their leader. They built a fort of several log cabins with a big log fence around them. This fort was called Boonesboro. You can imagine that Daniel Boone had many exciting times against the Indians. It was like the old Pilgrim days. Let us see if he had to be as quick and clever as the Pilgrims were.

Time: After the American Revolution.

Scene: Indian village in the Kentucky woods, not far from Boonesboro.

DANIEL BOONE  
CALLOWAY

INDIAN CHIEF  
INDIAN BRAVES

*(A few Indians come in with two captives, Daniel Boone and Calloway.)*

1ST BRAVE. We catch white Chief, Daniel Boone. We catch his white Brave. We tie, we bring.

CHIEF. Good, my Braves, good! — (*To Boone.*)  
— You smart man. — (*To Braves.*) — Boone smart  
hunter and trapper, my Braves.

BRAVES. Ugh!

CHIEF. Boone, what you catch?

BOONE. I catch foxes, 'coons, rabbits.

CHIEF. Ugh! My Braves bigger hunter than  
you. They catch white Chief Boone. They catch  
his white Brave.

BRAVES (*pleased*). Ugh! Ugh! Ugh!

CHIEF. I make you Indian Chief, Boone. I  
make you Indian Chief. You no get away. You  
fool my Braves many times. You no fool this  
time.

1ST BRAVE. I got him gun!

2ND BRAVE. I got him knife!

ALL. Ugh!

CHIEF. Braves, take him in wigwam. Dress  
him like Indian Chief, beads, paint, moccasins,  
feathers. Ugh!

(*They take him.*)

3RD BRAVE. You kill Boone?

CHIEF. No! me no kill! Him smart man.

2ND BRAVE. Him too smart man! Him catch

food from Indians, him catch fur from Indians.  
Him give to palefaces.

CHIEF. Him smart man like Indian Chief.  
I make him Indian Chief, then him catch food for  
Indians. Him catch furs for Indians. We no let  
give to palefaces.

BRAVES. Ugh! Ugh! Ugh!  
*(Braves come back with Boone dressed as Indian.)*

CHIEF. Boone no paleface now. Him red-  
skin. Him Indian Chief, my Braves, him Indian  
Chief.

BRAVES. Ugh! Ugh! Ugh!  
*(They kneel before Boone and bow their fore-  
heads to the ground. Two Indians sit cross-legged  
on the ground and beat the tom-tom, while some  
dancers dance slowly and solemnly with tiny steps  
round and round in a circle.)*

CHIEF *(when dance is ended)*. Now, my red-  
skin brother, we go sleep. You go in wig-  
wam?

BOONE. No, I will sleep here under this tree  
where you made me an Indian Chief.

CHIEF. My Braves watch well. You no fool  
me this time. You no fool!

BOONE. There are your guards. We have no guns. We have no knives. What can we do?

CHIEF. Ugh! It is well. You no fool this time.

*(He stalks off. Boone and Calloway lie down. Guards walk up and down a little way off. All is silent for a time. Boone begins feeling around on the ground with his hands.)*

CALLOWAY *(softly)*. What are you doing?

BOONE. I am trying to find something I dropped when they brought me here. I pushed it under the leaves with my foot.

CALL. *(eagerly)*. A knife?

BOONE. No, my snuff box.

CALL. Your snuff box! Your snuff box! What good will that do us?

BOONE. Sh! Ah, here it is!

CALL. If it only was a gun or a knife!

BOONE. Perhaps it will be just as good as a gun or a knife! You know how snuff makes you sneeze?

CALL. Why, yes.

BOONE. If those guards had a sneezing fit, they couldn't shoot very well, could they?



CALL. No. Oh! Ha, ha, ha!

BOONE. Sh! I'll give you half of the snuff. Here! You take that guard. Creep up in that shadow — without a sound. I will take this guard. Be sure you get the snuff full in his face — and when he sneezes, run! Run for your life! Ready! Remember, not a sound!

*(They creep silently unto the guards, throw the snuff at them. The guards start sneezing. They sneeze and sneeze. Boone and Calloway disappear into the dark forest.)*

#### STAGING

Would you really need to dress Boone as an Indian Chief? Would a bit of bright paper or a feather in his hair do? Would he then walk and stand like the Indians?

What would you use for the tom-tom or Indian drum? Could you tap a pencil on a book or box?

Snuff box?

What would be the difference between an Indian peace dance and an Indian war dance?

Who were the first settlers in Virginia?



“ When he sneezes, run ! ”

# GOLD IN CALIFORNIA!

## A PLAY IN 1 ACT

On the extreme west of our country lies California. It is on the Pacific coast. Do you remember who discovered the Pacific Ocean? For what country did he claim the land along the shores?

What were the Spaniards always looking for? Did they find much of it in our country? They did not find any gold at all in this part of the land that is now California. Still they always hoped that they would find some gold. This was long ago, about 1540.

The strange thing is, that when California was no longer Spanish but belonged to the United States, gold really and truly was found there, and this is the way it was found.

Time: 1849.

Scene: Sutter's house on the banks of a stream in California.

SUTTER  
HIS FRIEND

MARSHALL, the Carpenter  
HIS HELPER

*(Mr. Sutter and his friend are talking. A knocking is heard.)*

SUTTER. Come in! Ah, yes, Marshall. You are the carpenter I sent for.

MARSHALL. I have come about that sawmill you want built.

SUT. I am busy just now with my friend. You and your helper go down and find the best place to put the mill. I will be down later.

*(Marshall and helper go out.)*

FRIEND. It is a swift little stream, Sutter.

SUT. Always tearing away its banks. I am going to put it to work turning my mill.

FRIEND. You certainly need a sawmill. You have so many trees and such huge ones.

SUT. Yes, things do grow big in our wonderful California. Come with me and I will show you some fruit that you cannot find anywhere else in this country. The finest you ever saw!

*(They go out.)*

MAR. *(rushing in, followed by helper).* But I am sure it is.

HELPER. I tell you it is only brass or lumps of shiny yellow sand.

MAR. And I know it is gold. I'm going to ask Sutter about it.

HELP. He'll think you're crazy.



"See what I've found!"

SUT. (*coming in*). Well, well, well! What's all this noise about?

MAR. Look here, Sutter, see what I've found!

(*Very much excited, he drops something into Sutter's hand.*)

SUT. What, just a lot of little yellow beads!

MAR. Gold!!

SUT. Gold! Puh! Nonsense! They are only lumps of yellow sand.

MAR. Look here! (*Takes one of the beads, puts it on the floor and hammers it with a stone.*)

See, it doesn't break. Nor this one! So it isn't sand. I tell you it's gold!

SUT. Ha, ha! You'd better get back to work, man. I hired you to build me a sawmill, not to pick up gold. You are wasting your time and my money.

MAR. I'm going to find out.

*(Sutter's friend comes in.)*

FRIEND. What's the trouble?

SUT. My carpenter here, instead of doing his work, is running around with some yellow beads he has found, saying they are gold.

FRIEND. Let me see them. *(Looks at them carefully.)* Where did you find them?

*(While Marshall is talking, he takes the lumps to the light, turns them over, hammers them, and so forth.)*

MAR. When I got down to the stream, I stepped right into the water to see how swift it was. It was very clear and the bottom was sandy. I could see some pebbles and a little yellow bead about the size of a pea. I picked it up. A few steps farther there were more beads. I picked those up. I began to think they were gold.



SUT. Right out in the stream?

MAR. Yes, where the water had torn the bank away. I pulled away some more of the earth. There were more beads. Then I was sure it was gold. I came running up here, with my helper after me. He thinks I am crazy and so does Mr. Sutter. But I know it is gold!

FRIEND. I — think — you — are — right. I think it *is* gold.

SUT. and HELP. Gold!!

MAR. Gold!

FRIEND. In San Francisco, about a hundred miles from here, there is a man who can tell you surely. Take your beads to him.

MAR. I will go at once.

*(He goes.)*

FRIEND. Sutter, if this is gold, when the news reaches the East great crowds of people will come hurrying here. Some will come across the country and some way around by sea. They will come pouring in to dig for gold. In a few months California will grow big enough to be made a new state.



SUT. And all because gold has been discovered in my little stream!

#### STAGING

What would you have for gold?

Would Marshall be excited when he thought he had found gold? How would you show it? Would Marshall and Sutter talk in the same tone? Who would talk the louder, the faster?

When people in the other states heard that gold was discovered in California, do you suppose many of them wanted to get some for themselves? Of course, there were many thousands of people, who went all the way across the country to look for it. This was in the year 1849, so these gold miners were called "forty-niners." That is an easy way to remember the date, isn't it?

Was it a long way for these "forty-niners" to go? Were there trains, or electric cars, or automobiles to take them? How, then, did they cross the country?

Did you ever see pictures of these big carts they traveled in? Did they have a hard time? What were some of the things that would make it hard?

But even though it was a long, dangerous journey, thousands went, and California soon had enough people to be made a state.

PART V

THE CIVIL WAR



# A LITTLE LIFE OF LINCOLN

## A PLAY IN 4 ACTS

You have seen some of the ways in which our country grew and grew to make this great United States.

We are proud to say that these states are united and not separated into two or three little countries. For once, a little more than fifty years ago, the Southern States and the Northern States almost did break up into two countries. The South had slaves, and the North did not believe it was right for men to own slaves. So the two parts of the country went to war with each other. Because there were two parts of the same country fighting each other we call it the Civil War.

The President of the Northern States was one of the noblest men who have ever lived. All the world knows and admires Abraham Lincoln, and we Americans love him.

## ACT I

### WHEN LINCOLN WAS A BOY

Time: About 1818.

Scene: A log cabin.

ABRAHAM LINCOLN

HIS STEPMOTHER

HIS FATHER

HIS STEPBROTHER

HIS TWO STEPSISTERS

STEBROTHER. What are you doing, Abe?

ABE. I am doing some arithmetic.

STEPB. You are always writing or figuring on that old board with that piece of charcoal, when you're not reading.

STEPSISTER (*picks up a book*). I didn't know you had three books, Abe. Isn't this a new one? It looks as if it had gotten wet.

ABE. It did get wet. My teacher lent it to me. I took it up into the loft with me so I could read it the first thing in the morning. In the night it rained and wet the book. I didn't know what to do. When I told the teacher he said I might have it if I shucked corn for him for three days. I tell you I shucked that corn hard, I was so proud to own that book. It is all about Washington. He was our first President. (*He stands up.*) When I am a man *I* mean to be President.

ALL (*except Stepmother*). You be a President! How are you going to be a President?

ABE. Oh, I'll study hard and get ready, and then perhaps the time will come.

FATHER. I think this reading and writing is all laziness.

ABE. Father, I never take your time for it.

I only do it in the early morning and in the evening.

STEPM. Now, Thomas, you just let the boy alone. He's a smart boy, and if he studies hard, he'll be a smart man. And you can't say he is lazy! Why, he does twice as much work as any other boy I ever saw. Just this morning before school he watered and fed the cattle, chopped the wood, and brought in water for me. Then he walked five miles to school and back again, finished building the rail fence that he has made all around the farm, and he shucked a big bin of corn. That isn't being very lazy, is it?

FATH. Wel-l-l, no-o. If you don't use my time for it, you can do all the reading and writing you want to.

STEPB. Our teacher says Abe is the best pen-man around here. Abe, if I get the goose-quill pen and the ink that you made out of berry juice, will you write me a verse so I may copy it?

ABE. I will write you a verse I have just made up. (*Writes.*)

“Good boys who to their books apply  
Will all be great men by and by.”

STEPB. Thank you. That is lovely writing. I suppose that verse means that you are going to be President. Ha, ha, ha! (*They all laugh.*)

STEPM. (*standing*). Well, perhaps he will. Come now, children, to bed. We can't afford to be burning candles. Abe, take your books up with you into the loft, and pull the ladder up after you.

(*All go out, the children chanting Abe's verse,*

“Good boys who to their books apply  
Will all be great men by and by.”)

(*Abe goes out the other direction, reading as he walks.*)



“Good boys who to their books apply  
Will all be great men by and by.”



## ACT II

### HONEST ABE

Time: Some years later.

Scene: Lincoln's store.

ABRAHAM LINCOLN  
STEPBROTHER

THE "BOYS"  
OLD MRS. LOWDY

*(Lincoln is sitting on a soap box, reading. The "Boys" come in.)*

STEPB. What book have you got hold of now, Abe?

ABE. Oh, hullo, Boys! *(They sit on boxes or barrels.)* It is a law book. Do you know, I mean to be a lawyer!

STEPB. I thought you were going to be President. You used to say so when you were a boy.

ABE. So I did *(laughs)*. Well, perhaps if I am a very good lawyer, I may get to be President!

*(Old Mrs. Lowdy comes in with a basket on her arm.)*

THE "BOYS." How do you do, Mrs. Lowdy?

ABE. Well, well, well! If it isn't Mrs. Lowdy! How are all your folks?

MRS. LOWDY. All well, thank you, Abe. I want to buy some things.

ABE. Yes? (*They go over to the counter.*)

MRS. L. I want some knitting needles — and some thread — no, black! — a — er — dozen of eggs. And — er — let me see — You might give me a package of tea. That's all today. How much is that?

ABE. (*figures on a scrap of paper*). That's — er — 58 cents. Thank you. Good-by, Mrs. Lowdy. (*Goes back to the "Boys."*)

ONE OF THE "BOYS." Your brother here has been telling us that you pulled a pig out of a muddy hole. You were silly to spoil your Sunday clothes.

ABE. I just couldn't let that poor creature suffer. (*He looks down at the scrap of paper in his hands. He jumps up.*) Boys, what do you suppose I have done? I have charged poor old Mrs. Lowdy six cents too much. Come now, out you go! This store is going to close. (*They don't move.*)

STEPB. Why, she lives three miles away. Wait till she comes in the next time. You wouldn't walk six miles just for six cents?

ABE. I'd walk twenty miles. I couldn't sleep tonight if I didn't take that six cents to her. So you'll have to go.

STEPB. We are going. You are a good man, Abe, and we are proud to know you. It is no wonder everybody calls you "Honest Abe"!

### ACT III

#### LINCOLN THE KIND-HEARTED

Time: 1865.

Scene: The White House.

PRESIDENT LINCOLN  
SEWARD, Secretary of State

LITTLE BLOSSOM  
BENJAMIN OWEN

GUARDS

*(President Lincoln is at his desk reading war papers, which he hands over to Secretary Seward.)*

LINCOLN. This is from General Grant. — This one is from General Sherman.

SEWARD. Ah, General Sherman says that he has finished his march through Georgia. This Civil War will soon end now.

LINC. I hope so! I do hope so! This dreadful, dreadful war! *(A little girl slips through the*

*door and stands quietly near the President.)* Well, little girl! Who are you?

BLOSSOM. Please, sir, I am Blossom.

LINC. And what do you want, my dear?

BLOS. Oh, sir, my brother's life!

LINC. Your brother? Why, who is your brother?

BLOS. Bennie, sir. They are going to shoot him because he was sleeping on guard.

LINC. Oh, yes, I remember. But you see, child, it was very wrong for him to sleep on guard. Thousands of soldiers might have been killed just because he was asleep.

BLOS. That is what my father said. But poor Bennie was so tired, sir. He did the work of two. It was Jimmie's night, not Bennie's.

LINC. What is this you say, child? Come here. I do not understand. (*To Secretary Seward.*) Seward, perhaps there was an excuse.

BLOS. Oh, yes, sir. Bennie would never be careless. He only slept a minute, I know. You see, he was on guard the night before, and it was Jimmie's turn that night. But poor Jimmie was

sick, so Bennie took his turn. He never thought how tired he was himself.

LINC. (*writes something, then turns to Secretary Seward*). Seward, send this message at once. (*To Blossom.*) Have you a mother?

BLOS. Oh, yes, sir. There are father and mother, Bennie, and I. See, here is our picture, all together on our little farm. (*He looks at it. Benjamin Owen comes in with two guards.*) Bennie!

BENNIE. Blossom!

LINC. My boy, your little sister has told me all about it and you are not going to be shot.

BEN. and BLOS. Oh, Mr. President!

BEN. I cannot thank you, sir.

LINC. But I want to know how you are going to pay me for this.

BEN. My people are poor, sir, but they will do what they can. My father will sell his farm. I will have my pay —

LINC. Not enough!

BLOS. (*running to him*). Oh, sir, I have some money in my little tin bank!

(*Lincoln shakes his head, smiling.*)



“Oh, sir, I have some money in my little tin bank!”

BEN. My soldier friends will help me. If you will wait till pay day, sir, we can get together five or six hundred dollars.

LINC. My bill is a great deal more than that. It is a very large one. Your friends cannot pay it, nor your family, nor your farm. There is only one man in the world who can pay it, and that one is you, Benjamin Owen. If you will always love your country, if you will always be faithful and true, if you will always do your best — then my bill will be paid.

BEN. Oh, President Lincoln!

LINC. All right, my boy. (*Blossom runs to the President and takes his hand with both of hers.*) All right, my child. Now, boy, take your little sister home to the farm and to your father and mother. They will be glad to see you, and you need a little vacation.

(*Bennie goes, Blossom skipping and dancing beside him.*)

LINC. (*to Secretary Seward*). I couldn't let any harm come to him, Seward. I couldn't do it.

## ACT IV

### THE DEATH OF LINCOLN

Time: 1865.

Scene: A town in a Northern State.

NORTHERN MEN

MESSENGER

NORTHERN WOMEN

SOUTHERN SOLDIER

(*The people are all hurrying about the streets. They are calling gladly to each other.*)

ALL. The war is over! We have won!

1ST MAN. Our country is saved!

2ND MAN. The slaves are free!

1ST WOMAN. My husband is coming home!



2ND WOM. My son is here!

SOUTHERN SOLDIER. I am a Southern soldier. I have been a prisoner here, but now I am going home! Back to my mother and father, brothers and sisters!

ALL. Yes, this is a happy day! Hurrah! Hurrah!

*(Messenger comes rushing in, his arms thrown up in horror.)*

MESSENGER. Lincoln is shot! Lincoln is shot!

ALL. Lincoln! Lincoln shot! Oh, no!

MESS. An actor shot him at the theater.

3RD MAN. Our wise leader!

3RD WOM. Our kind friend!

SOUTHERN SOLD. We Southerners fought against Lincoln, and he has beaten us; but I know that even the South has lost its best friend.

ALL. Oh, our beloved President!

*(A bell tolls slowly, slowly.)*

ALL. He's dead! Lincoln — is — dead.

*(They turn away and go slowly and sadly home, — while the bell tolls, tolls.)*

## STAGING

What will you have for charcoal and board? For the quill pen?  
Storekeeping in a schoolroom is easy. Can you find things for  
Mrs. Lowdy to buy?

How is a bell tolled? Fast or slowly?

Can you tell other stories about Abraham Lincoln when he was  
a boy, or man, or President? What do all these stories show about  
him? If you wanted to give two words that would tell what kind  
of man George Washington was, would you not say "truthful and  
just"? Would you use these same words to tell about Lincoln?  
What two would you choose?

# THE LITTLE DRUMMER BOY

## A PLAY IN 2 ACTS

In the Civil War men went into battle with flags flying and with fife and drum playing. Often the drummers were only young boys, but they were as brave as men. How proud the men were of their little drummer boys!

### ACT I

Time: Spring of 1862.

Scene: Camp of the Northern army in Missouri.

DRUMMER

CAPTAIN

FIFER

CORPORAL

*(The Captain is at his table, looking at papers. Corporal enters with a small boy, and salutes.)*

CAPTAIN. What is it, my boy?

DRUMMER. If you please, Captain, I want to enlist as drummer boy of your regiment.

CAPT. You! Why, you are only a child!

DRUM. *(proudly)*. I am twelve years old!  
And I can drum!

CAPT. Can you? Let me hear you. Corporal, send in the fifer. (*Corporal goes out.*) What is your name, boy?

DRUM. Edward Lee, sir. I heard that your drummer was sick — and — oh, sir, please take me!

CAPT. Well, well, we'll see! (*A tall fifer enters.*) Fifer, this boy says he can drum.

FIFER (*stooping down*). Oh ho, my little fellow! So you think you can drum, do you?

DRUM. I know I can!

FIF. Is that so! Well then, drum this.

(*He stands up and begins to play on his fife "The Girl I Left Behind Me." The Drummer drums it with great spirit, and they march up and down, while the Captain smilingly beats time with his foot.*)

CAPT. That's fine drumming, isn't it, Fifer?

FIF. It is indeed, Captain!

CAPT. Drummer Edward Lee, report for duty at once.

DRUM. Oh, thank you, sir!

FIF. And a funny looking pair we'll make.

(*All laugh as they march out playing "The Girl I Left Behind Me."*)

## ACT II

•Time: Six weeks later.

Scene: Battlefield at Wilson's Creek.

DRUMMER

FIFER

SOLDIERS

*(Soldiers are hurrying back and forth. Some of the wounded are limping, some holding on to their arms, some putting bandages on their heads. The Fifer hurries in.)*

FIF. Have any of you men seen our Drummer Boy?

ALL. No.

1ST SOLDIER. Is he lost?

2ND SOLD. He isn't wounded, is he?

3RD SOLD. Or killed?

FIF. I hope not! I missed him and came back to the battlefield to find him.—Hark! What's that? *(A faint drumming sound is heard.)*—There's our Drummer Boy! I'd know his drumming anywhere!

*(He runs across to the Boy, who is sitting with his back against a tree. Some of the soldiers follow.)*

DRUM. *(faintly)*. Hulloo, Fifer! I thought you'd come.

FIF. Hulloo, Boy! Of course I came. Are you wounded?

DRUM. My leg.

FIF. Badly?

DRUM. Pretty badly! I'd have been dead, I guess, only that a Southerner over there tied up my leg with a piece of his uniform and gave me his last drop of water. He said he didn't need it.

FIF. (*standing up*). I'll give him some of mine.

DRUM. It's too late. He crept away and — just — died. But he saved my life!

FIF. (*slowly*). Good for the Southerner!

1ST SOLD. He was a real man.

ALL. That he was!

DRUM. I shall never forget him.

FIF. But come now, Boy. Up on my back! Up you go!

DRUM. Wait! I want to beat a last tattoo for the Southerner. I'd like to show him that respect.

FIF. I guess you're right, Drummer. Go ahead!

DRUM. Hold me up. I want to do it standing.

(*He stands on one foot, the Fifer holding him.*)



"Hold me up. . I want to do it standing."



*The soldiers stand at attention while he softly beats the tattoo — the drum beat that calls the soldiers to rest. When he finishes he salutes, then turns to the Fifer.)*

DRUM. Now we'll go to the regiment.

*(The Fifer puts him on his back and carries him out.)*

2ND SOLD. Hurrah for our little Drummer Boy!

ALL. Hurrah! Hurrah!

#### STAGING

What would you have for a drum? Could you use a book and two pencils? What did you use in "Daniel Boone's Snuff Box"? What would you do for a fife? Would a pencil do, while you hummed the tune?

Do they have flags flying in battle now? Do they march into battle with fife and drum? Why not?

What is the noblest deed you ever heard of? Why is saving the life of an enemy the finest act that can be performed? Can enemies be generous to each other in times of peace? How?



PART VI

INVENTIONS



# THE TRIAL TRIP OF THE *CLERMONT*

## A PLAY IN 1 ACT

The last hundred years have been great years for the United States.

We have found how it has grown into a big broad land. Then too, many wonderful things have been invented, which have been of much help to people in their homes and in their work. Some of these things are worked by steam, some by electricity, and in many other different ways.

Can you name some things that are worked by steam? Were there trains at the time of the Revolution? How did the people travel on land? Were there steamboats? What kind of boats were there?

Here is the way the first steamboat made its first trip. Would you like to have been on board?

Time: 1807.

Scene: The *Clermont* on the Hudson River.

ROBERT FULTON  
MR. LIVINGSTON

OTHER FRIENDS  
PEOPLE ON SHORE

1ST FRIEND. I am really ashamed to be on this foolish boat. I am afraid people will think that I believe it will work.

2ND FRIEND. Of course it will not work, but

I could not say *no* to Fulton when he begged me to come.

3RD FRIEND. Nor could I. He is so sure that engine will move this boat.

ALL. Huh!

1ST MAN (*on shore*). Look at that crazy boat! And the crazy people on it!

2ND MAN (*on shore*). Fulton's folly! Fulton's folly!

ALL (*on shore*). Fulton's folly! Fulton's folly!

3RD MAN (*on shore*). The ugly old thing, with its great smokestack sending out clouds of black smoke. How strange it looks among the pretty sailboats!

LIVINGSTON (*on board*). It certainly is not very fine to look at, but it will work. I believe Robert Fulton when he says that he is sure that it will go as fast as six miles an hour.

ALL (*on board*). Six miles an hour! Impossible!

1ST FRIEND. He will be lucky if it goes six yards!

ROBERT FULTON (*coming on deck*). Gentlemen, we are ready to start.

(*A bell rings. A swishing sound of the wheels turning in water is heard.*)

ALL (*on shore and on board, amazed*). The wheels are turning! They really turn! Well! Well! Well! (*The wheels stop.*) Ha! They have stopped! Ha, ha!

ALL (*on shore*). Fulton's folly! Ha, ha, ha!

1ST FRIEND. This is nonsense! Of course it won't go!

2ND FRIEND. I knew it wouldn't! Here, let me get off!

3RD FRIEND. We shouldn't have come!

LIVINGS. Wait! Give him a chance.

FULT. (*standing up on a chair*). Gentlemen, if you will only wait a minute! One short minute! It is just some little thing the matter with the engine. It will be all right in a moment. If it is not, I will land you all and give up the trip. (*Bell rings, wheels turn with a swishing sound.*) See it is all right again! It is going.

ALL (*on board and on shore*). It is going! It moves! It moves! It leaves the shore behind! Hurrah! Hurrah for Robert Fulton and his steamboat!





“It moves ! It moves ! It leaves the shore behind !”

*(The people on shore wave handkerchiefs and move out of sight. Those on board watch the shore with amazement.)*

1ST FRIEND. How fast we are moving !

2ND FRIEND. How wonderful it is !

3RD FRIEND. See how the crowds on shore wave their hands !

LIVINGS. *(laughing)*. See those children run away from us screaming ! They think our boat is some fiery monster. *(All laugh.)*

1ST FRIEND *(shaking hands)*. Robert Fulton, you were right !

2ND FRIEND. We were foolish not to believe in you.

3RD FRIEND. You have done a wonderful thing in making this steamboat.

LIVINGS. It will be a wonderful thing for everybody, and will change water travel everywhere.

FULT. If you had not lent me the money, Mr. Livingston, I could never have done it.

LIVINGS. No, Robert Fulton, it was not the money. It was because you never gave up, even when people laughed at you, that you were able to make this first steamboat.

#### STAGING

How will you make the swishing sound? Do two books rubbed together make a noise something like it? How else could you do it?

Would the people on the shore be close to the boat or across the room?

How would you make the boat seem to move? Would the people on the shore or those on the boat move away? Is the rest of the play on the boat or on the shore? Which people must stay then?

Did you ever see a boat with "side wheels"? Do we have many "side wheelers" now? What do the engines in our boats turn now? Do you know what the propeller of a boat or aëroplane is? Is the propeller as large as a "side wheel"? Can you see it above the water?

# SAMUEL MORSE'S TELEGRAPH

## A PLAY IN 1 ACT

You know how the steamboat made its first trip. You have named some things that are run by steam. Now can you tell any electric things that are important to the world? Did you ever hear how Benjamin Franklin caught the electricity from the sky with his kite?

Did your father and mother ever send a telegram to a friend miles away? Did they ever get one? In the time of the Revolution people could not send telegrams because there was no such thing known. Now, however, we can send telegrams all over the world, and this is the way it began.

Time: 1832.

Scene: Morse's workroom in New Jersey.

SAMUEL MORSE

ALFRED VAIL

JUDGE VAIL

ALFRED VAIL. Morse, if you can only show my father that it will work I know he will give you the money to make a real, big telegraph machine.

MORSE. Oh, it will work all right; but two

thousand dollars is a lot of money. He will never give it to me.

*(A knock is heard at the door.)*

ALFRED V. Here he is! *(Opens door.)* Ah, father, come in. This is Samuel Morse whom I told you about.

MORSE. It is very kind of you to come, Judge Vail.

JUDGE VAIL. I want to see your new machine which you call the telegraph. My son tells me you say that you could send a message by it for many miles in just a few minutes.

MORSE. That is true. I could do so if I only had money enough to make a big machine.

JUDGE V. I don't believe it. You never could send a message just over a wire. It's nonsense!

MORSE. I'll show you that I can. I have a little machine here that runs from this room to a room two flights upstairs. If your son sends me a message from this room I can get it on the other end of the wire upstairs.

JUDGE V. Nonsense! But I'll tell you what I'll do. When you have gone upstairs I will

write a message on a piece of paper for my son to send you. If you get the message just as he sends it, I will give you the two thousand dollars for your big machine.

MORSE. Oh, sir, how can I thank you!

JUDGE V. Hm! Don't thank me too soon. You haven't got the message yet.

MORSE. Oh, I'm not afraid of that! (*Goes out.*)

JUDGE V. (*writing*). Here! Try sending him that. If you can send it and he can get it, I'll give him the money. I know I will not have to give him any money though.

ALFRED V. (*reading*). "A patient waiter is no loser." Is that your message?

JUDGE V. Yes, exactly that.

(*Young Vail goes over to a little machine on the table. It makes a tapping sound as he works it — Tick — tick tick — tick tick tick — tick — etc.*)

ALFRED V. There! You see, father, those ticks are a kind of alphabet. The different sounds of the ticks are different letters. The electric wire carries the ticks to Morse at the other end. He spells out the words and writes them down.

JUDGE V. You really think he knows what I wrote? Hm! You are both crazy!

(*Morse comes running in with a paper in his hand.*)

MORSE. Here you are, Judge! Isn't this the message you wanted me to get? — "A patient waiter is no loser."

JUDGE V. (*surprised*). Why — yes — yes — that is the message.

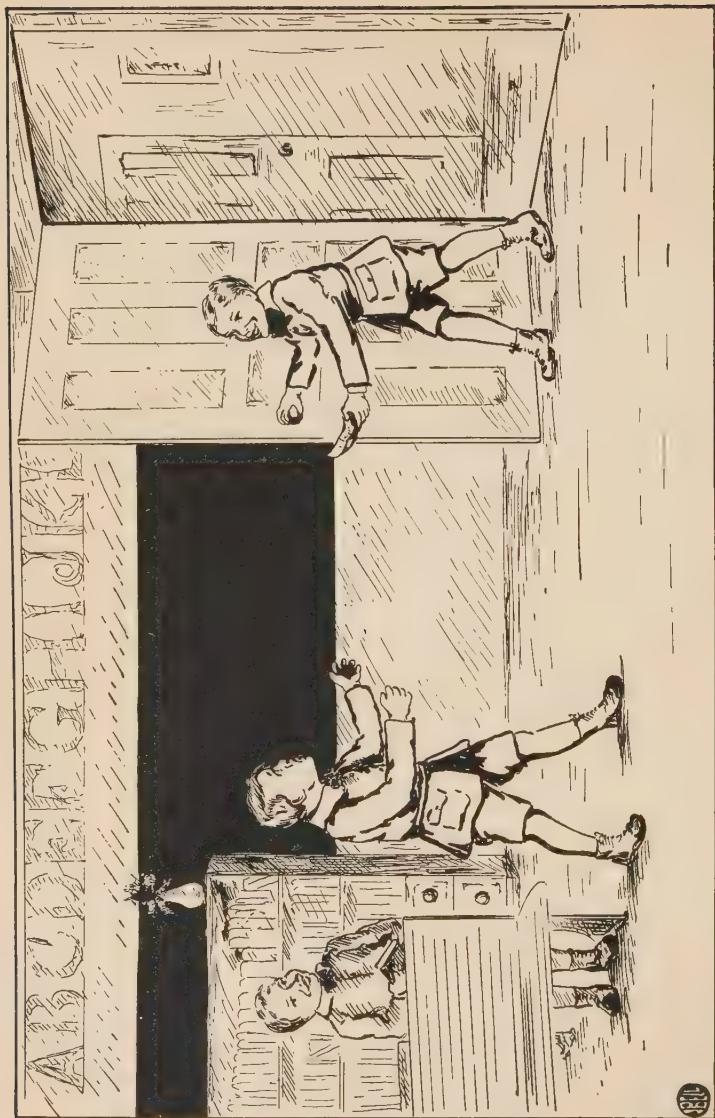
ALFRED V. You see, father, it works!

JUDGE V. Yes, yes, it certainly does, and I will give you the two thousand dollars. You have a wonderful machine there. Why, some day people will be able to send messages for hundreds of miles in a few hours' time. Think what you will have done for the world then, Samuel Morse!

#### STAGING

Would you need to have a machine? How would you make the tick?

How did people send messages before the telegraph was invented? How did the Indians send them? Did you ever hear of the Indians' smoky-fire messages? Did you ever hear of beacon fires? Did you ever flash a message with a piece of glass in the sun?



"A patient waiter is no loser."



PART VII

THE PRESENT TIME



# MEMORIAL DAY

## A PLAY IN 1 ACT

We have a beautiful day in our country. We call it Memorial Day. It means the day that we remember. We remember the soldiers who have fought for us. We remember the dear people of our family or our friends who have died. We go to the cemetery and decorate their graves with flags and flowers. Sometimes it is called Decoration Day, but don't you think that Memorial Day is a lovelier name?

This day is especially dear to the old soldiers. These old soldiers have a message for you, little Americans. Won't you see what it is?

Time: The present.

Scene: Cemetery.

GIRLS

OLD CAPTAIN

4 BUGLERS

BOYS

OLD SOLDIERS

DRUMMER

GIRL. Where are you going, boys?

1ST BOY. To the cemetery. This is Memorial Day, the day the old soldiers who fought in the Civil War are going to decorate their comrades' graves.

GIRL. Come on, girls, we will go, too.

*(They hurry to the cemetery.)*

1ST BOY. Stand over here where you can see them come in. Here they are!

*(The old soldiers march in slowly, two by two, a drum beating slowly and softly as they march :)*

Dr-rum — dr-rum . . drum-drum-drum

Dr-rum — dr-rum — drum-drum-drum.)

2ND BOY. They are getting pretty old and feeble.

2ND GIRL. What are they going to do ?

3RD GIRL. They are putting flowers and flags on the graves.

1ST BOY. On every soldier's grave, so that we may remember what they have all done for our country.

3RD BOY. Ah, there are the buglers. They are going to play "Taps." That is the piece they play every night for the soldiers to go to sleep.

4TH GIRL. But why do they play it here ?

3RD BOY. For the dead soldiers who are sleeping here forever.

*(The four buglers are at the four corners of the cemetery. The first one plays "Taps" and as he*



“So that we may remember what they have all done for our country.”

*finishes, the second one plays it, then the third and then the fourth.)*

*(As they finish, the children sing the words "Go to sleep" softly to the "Taps," repeating them over and over to the end of the music. While they are singing, the soldiers have formed in line again. The Captain turns to the children.)*

OLD CAPTAIN. Yes, children, look at us well. You will not see us much longer. Every year we get fewer and fewer. Soon there will be none of us left. We will have done our part. Then you children will have to care for our great and grand country, love it, save it, and keep it free. Always be true to it! Always be Americans!

THE CHILDREN. We will always be true Americans!

*(The soldiers march off, with the drum beating loudly and briskly :*

Drum-drum-drum

Drum-drum-drum

Drum-drum-drum-drum-drum-drum-drum

Drum-drum-drum

Drum-drum-drum

Drum-drum-drum-drum-drum-drum-drum.)

## STAGING

Would you need bugles? Could you hum the notes of "Taps"? What would your drum be? What did you use for the tom-tom in "Daniel Boone's Snuff Box"? Or would you need any drum?

Are soldiers and sailors the only people who help their country? Can you boys and girls do anything to help your country? In what way? How can you help it at home? In school? In your city or town? Why should you want to help your country?



# AMERICA PAYS HER DEBT TO FRANCE

## A PLAY IN 1 ACT

How did the steamboat and telegraph bring all the world close together? What other things helped do this?

Most of the inventions have been a great help to the world, but some have done more harm than good. They have made some nations so powerful that they thought they had the right to go to war and take whatever they wanted from other nations who were not so strong. This is what Germany has done.

Of course the great free nations, like England and America, could not stand back and see Belgium and France beaten by great, strong Germany—like a little boy and his quiet brother jumped on by a big bully. So they and many other countries have gone into the great World War to fight against greed and selfish power.

Had America any reason to be glad to help France? Why?

Time: July 14, 1917.

Scene: Lafayette's tomb in Paris.

AMERICAN WOMEN

FRENCH GENERAL JOFFRE

FRENCH WOMEN

AMERICAN GENERAL PERSHING

AMERICAN SOLDIERS

*(All the women are in the street near Lafayette's tomb, the French women with French flags, the American women with American flags.)*

1ST AMERICAN WOMAN. The Fourteenth of July is a great day for the French people.

2ND AMER. WOM. Yes, it is like our Fourth of July.

1ST FRENCH WOM. Today we are very happy because the American soldiers are here in France.

2ND FRENCH WOM. They have come to help us in our great war against Germany.

3RD AMER. WOM. Years ago France helped America to be free.

4TH AMER. WOM. And now America is going to help France, England, Belgium, and the other countries to make the whole world safe and free!

3RD FRENCH WOM. The American soldiers are going to march today.

4TH FRENCH WOM. Their General Pershing is going to lay a wreath on Lafayette's tomb.

1ST FRENCH WOM. Ah, they come! They come!

2ND FRENCH WOM. The Americans! They come!

3RD FRENCH WOM. See! See! The American flag!!

ALL. God bless the American flag!

*(All the women get very much excited, waving flags and calling out as the soldiers march by.)*

FRENCH WOMEN. Vive Pershing! Vive Joffre!  
Vive l'Amérique! Vive la France! Vive  
l'Amérique!!

AMER. WOMEN. Hurrah for France! Hurrah  
for America!!

*(The soldiers halt near the tomb. Gen. Joffre  
steps forward.)*

GEN. JOFFRE. General Pershing! American  
soldiers! France is happy to welcome you to  
her land. Today you are going to lay a wreath  
on Lafayette's tomb. He was always the friend  
of America. And now America shows that she is  
the friend of France.

GEN. PERSHING *(to Gen. Joffre)*. America has  
not forgotten. *(He steps forward and lays the  
wreath on the tomb.)* Lafayette, here we are!

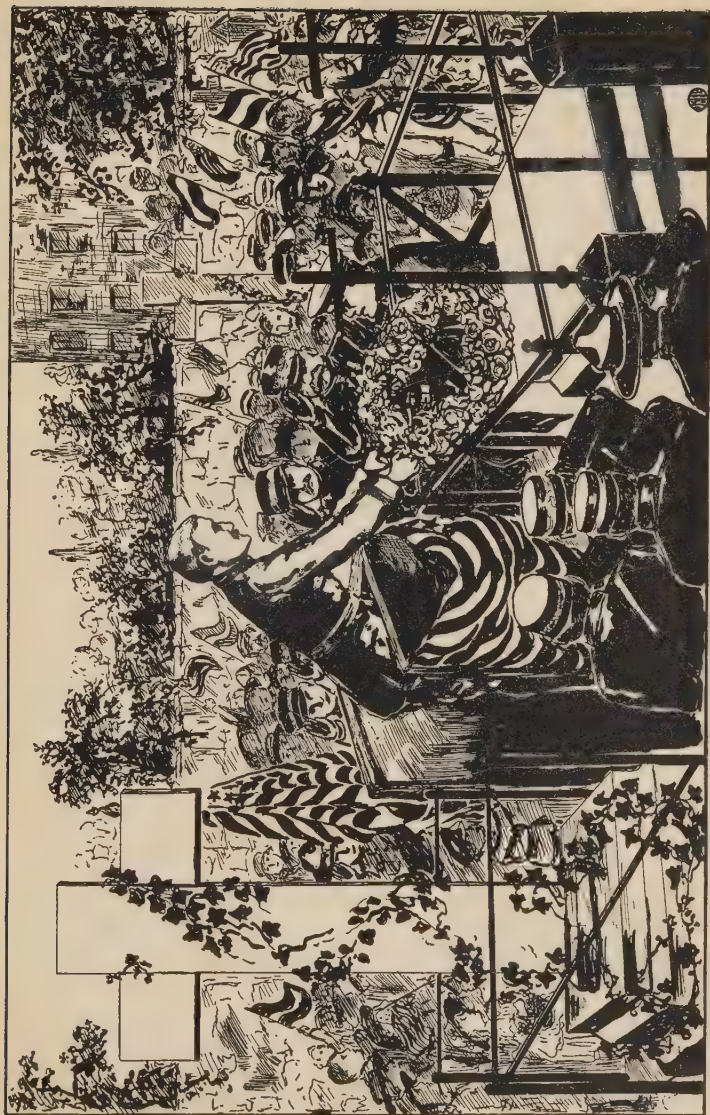
*(The women wave their flags wildly.)*

FRENCH WOMEN. Vive la France! Vive  
l'Amérique!!

AMER. WOMEN. Hurrah for Lafayette! Hur-  
rah for France! Hurrah for America!!

#### STAGING

How would you show the difference between the French women  
and the American women? Could they each carry the flag of their



"Lafayette, here we are!"

own country? Could you make French flags with paper and colored crayons?

How would you make a wreath?

Who is the head of a republic like America or France? Who makes the President? Is it true then that it is the people who govern these countries? Why?

Who was the head of Germany? Who made him the Emperor? Did he have to do as the people say? Why not?

Which kind of government is better for the world — one where the people have a chance to say what shall be done, or one where all the power belongs to one man? We Americans know which is the better, and we want all the people in all the world to have the same chance that we have for freedom.











